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ABSTRACT

The two volumes of this sourcebook are designed for elementary teachers to help encourage children's creativity. The volumes offer activities and suggestions for language arts teachers who are interested in a variety of approaches to helping children appreciate poetry; do elaborative thinking; understand generic and specific words; understand sentence patterns, sentence expansion, and sentence order; and ultimately transfer these disciplines to their own creative writing. The volumes are divided into sections which deal with grades 1-6. The activities include writing to music, descriptive writing, writing about pets, choral reading, listing similes, reading poetry, illustrating poems, and rearranging sentences. (TS)

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Give Me an Idea

A Language Handbook for Teachers

Produced by
The Language Summer Workshop
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Volume I

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Preface

Give Me an Idea is a language handbook for teachers who are concerned with the creative impulse in children. It is the teaching of language through a variety of approaches with one general purpose: to help the teacher encourage the creativeness of children.

This general purpose is achieved by giving children an opportunity:

1) to appreciate poetry
2) to do elaborative thinking through brainstorming
3) to understand generic and specific words, sentence patterns, sentence expansion, sentence order, and ultimately,
4) to transfer these disciplines to their own creative writing.

Give Me an Idea is not linked to a basic language text. It is a sourcebook for the teacher who is truly concerned about teaching her children to think, to speak, to appreciate and to write effectively. What better tools is a teacher able to offer her children?

CHORAL SPEAKING

ALL GRADES

Choral Speaking - (Introduction)

Choral speaking is essentially group oral reading. It is often called "choral reading."

Choral speaking should be an integral part of the language program. Its chief value is that it is enjoyable. In addition to this characteristic, choral speaking:

1. Is a good technique for whole class participation (every pupil can take part successfully even in the absence of special talent)
2. Provides an opportunity to teach good pronounciation and intonation.
3. Can be used to develop an appreciation for fine literature or poetry.

COLORS OF THINGS

By L. B. Scott

Use light blue flannel for flannelgraph. Light blue is for the sky.

Teacher: Yellow, yellow, what is yellow?

Children: The sun is yellow.

All: Shining bright to make daylight.

Teacher: Blue, blue, what is blue?

Children: The sky is blue

All: Where clouds float high and birdies fly.

Teacher: Red, red, what is red?

Children: An apple is red: ripe and sweet...good to eat.

Teacher: Green, green, what is green?

Children: Grass is green.

All: It's animal food and very good.

Teacher: Purple, purple, what is purple?

Children: Grapes are purple.

All: On a vine, seven, eight, nine.

Teacher: Orange, orange, what is orange?

Children: Carrots are orange

All: With vitamin A that helps us play.

Teacher: Brown, brown, what is brown?

Children: A potato is brown.

All: Any size: many eyes.

Teacher: Black, black, what is black?

Children: A crow is black.

All: Let's draw a crow from beak to toe.

Teacher: White, white, what is white?

Children: A sheet is white.

All: Cool and wide. You sleep inside.

LITTLE BOY BLUE

- arranged by L.B.S.

All: Little Boy Blue, come blow your horn.

Boy: Ho-hum!

All: (Loudly) The sheep are in the meadow!

Solo: The cows are in the corn!

All: Yes, where IS the little boy who looks after the sheep?

Boy: Zzzzzzzzzzzzzzzzzzz(snore)

All: (Laughingly) He's under the haystack---fast a sleep!

LITTLE JACK HORNER

All: Little Jack Horner.

Jack: That's ME.

All: Sat in a corner.

Jack: I did.

All: Eating a Christmas pie.

Jack: Yum, yum!

All: He stuck in his thumb.

Jack: Like this.

All: And pulled out a plum.

Jack: Look, look!

All: And said,

Jack: What a GOOD boy am I!

Children may dramatize both of these arrangements. Stick puppets can also be used effectively.

Best of all, these arrangements help foster vocal variety, so that children will become aware of the ineffective sing-song method often employed.

THE WIND

by

Robert Louis Stevenson

Teacher: I saw you toss the kites on high
And blow the birds about the sky:
And all around I heard you pass,
Like ladies' skirts across the grass--

All: O wind, a-blowing all day long,
O wind, that sings so loud a song!

Teacher I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,

I could not see yourself at all--
All: O wind, a-blowing all day long,
O wind, that sings so loud a song!

Teacher: O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?

All: O wind, a-blowing all day long,
O wind, that sings so loud a song!

*If children do not have copies of the poem, it is suggested that the teacher write the refrain on the chalkboard and point to it when the group is to respond.

FOREST THANKSGIVING

- by Solveig Paulson Russell
arranged and adapted by Louise
Binder Scott

Solo: (Squirrel) I am thankful for nuts.

All: Said the little gray squirrel,
Shaking his tail with a flip and a curl.

Solo: (Rabbit) I am thankful for legs,

All: Said the rabbit so furry.
Mine cover the ground in a hop and a hurry.

Solo: (Chipmunk) I am thankful for seeds and my shiny, bright eyes,
All: Said the chipmunk blinking and looking so wise.

Solo: (Bear) I am thankful for berries that grow everywhere,
All: And for fish and for honey,
Said little brown bear.

Solo: (Crow) I am thankful for wings.
All: Said the shiny black crow,

Crow: And so are all other birds that I know.

All We are thankful, we are thankful,
The forest folk said,
As each little creature bowed its head.
And each one thought how wise indeed,
Is the Father's care for each small need!

Use with paper sack puppets.

SOME ONE

Group 1: Someone came knocking
At my wee, small door;
Group 2: Someone came knocking,
I'm sure - sure - sure;
Solo 1: I listened, I opened,
Solo 2: I looked to left and right,
Group 1: But nought there was astirring
In the still dark night;
Group 2: Only the busy beetle
Tap-tapping in the wall,
All: Only from the forest
Solo 3: The screech-owl's call,
Solo 4: Only the cricket whistling
While the dewdrops fall,
All: So I know not who came knocking
At all, at all, at all.

Walter de la Mare

THE ANIMAL'S PARADE

All: Boom ta boom boom ta boom.
Hear the jungle drum.
Boom ta boom, boom ta boom,
Hear the animals come.

Solo 1: I'm Leo the Lion, strong and proud.

Solo 2: I'm Ella the Elephant, really a crowd.

Solo 3: Monty Monkey is my name.

Solo 4: Mine is Max, and I'm quite tame.

All: Boom ta boom, boom ta boom.
Hear the jungle drum
Boom ta boom, boom ta boom,
Ta dum, dum, dum.

Agnes Curren Hamm

AN INDIGNANT MALE

Solo 1: The way they scrub
Me in the tub,

Girls: I think there's
Hardly any doubt

All: Sometimes they'll rub
and rub and rub

Solo 2: Until they simply
Rub me out.

A. B. Ross

HAVE YOU WATCHED THE FAIRIES

Leader: Have you watched the fairies when the rain is done
Spreading out their little wings to dry them in the sun?

Class: (Refrain) I have, I have! Isn't it fun?

Leader: Have you heard the fairies all among the limes
Singing little fairy tunes to little fairy rhymes?

Class: I have, I have! Lots and lots of times!

Leader: Have you seen the fairies dancing in the air?
And dashing off behind the stars to tidy up their hair?

Class: I have, I have! I've been there.

Rose Fyleman

WHO HAS SEEN THE WIND

Group 1: Who has seen the wind?

Group 2: Neither I nor you;

All: But when the leaves hang trembling
The wind is passing through.

Group 1: Who has seen the wind?
Group 2: Neither you nor I;

All: But when the trees bow down their heads
The wind is passing by.

Christina G. Rosetti

A CHINESE NURSERY RHYME

Girls: He ran up the candlestick
All: The little mosy brown,
Boys: To steal and eat tallow,
All: And he couldn't get down.
Girls: He called for his grandma
All: But his grandma was in town
Boys: So he doubled up into a wheel
All: And rolled himself down

Tr. by Isaac T. Headland

JONATHAN BING

High: Poor old Jonathan Bing
Low: Went out in his carriage to visit the king,
All: But everyone pointed and said, "Look at that! (Solo)
Jonathan Bing has forgotten his hat!"
All: (He'd forgotten his hat!)

High: Poor old Jonathan Bing
Low: Went home and put on a new hat for the king.
All: But up at the palace a soldier said, "Hi! (Solo)
You can't see the king; you've forgotten your tie."
All: (He'd forgotten his tie!)

High: Poor old Jonathan Bing,
Low: He put on a beautiful tie for the king,
All: But when he arrived, an Archbishop said, "Ho!
You dan't come to court in pajamas, you know." (Solo)

High: Poor old Jonathan Bing
Went home and addressed a short note to the king:
"If you please will excuse me I won't come to tea,
All For home's the best place for old people like me!"

Beatrice C. Brown

TIRED TIM

All: Poor tired Tim. It's so sad for him. (Yawn)
Group 1: He lags the long bright morning thru
Ever so tired of nothing to do.

Group 2: He moons and mopes the live long day.
Nothing to think about, nothing to say. (Yawn)

Group 3: Up to bed with his candle he creeps
Too tired to yawn -- too tired to sleep,
All: Poor Tired Tim, (Yawn) It's so sad for him.

Walter de la Mare

THE TOWN MOUSE AND THE COUNTRY MOUSE

A choric playlet for primary grades
based upon the Aesop's Fable

Adopted by Ruby Perkins
Junior Class, Los Angeles State College

ALL:

A happy little country mouse
Once upon a time,
Invited his city cousin
Out with him to dine.

COUNTRY MOUSE:

Welcome, welcome, cousin mouse,
Welcome to my humble house.

TOWN MOUSE:

How good to see you cousin,dear.
Buy, my, how *can* you live out *here*?

COUNTRY MOUSE:

It is my home, and if you please,
Do have some beans and bread and cheese.

ALL:

The two sat down on moss and leaves,
And ate the beans and bread and cheese.

TOWN MOUSE:

I cannot understand your plight,
Oh, do come home with *me* tonight!
And come to the city - to my house,
And be a happy little mouse!

COUNTRY MOUSE:

Perhaps you're right. I'd like to go.
I've never been away, you know.
I'll go to see your house in town.
And wear my very finest gown.

ALL:

So off to town the two did go.
And Country Mouse was all aglow.

Country Mouse:

How gorgeous, grand and shiny bright!
I love your city with it's lights.

TOWN MOUSE:
This is my home, now, you rest here.
The banquet room is very near
I'll bring the food you'll love to eat!
Cakes, jellies.dates! What a treat!

COUNTRY MOUSE:
It is delicious, I must say,
I think that I will plan to stay.

HUGE CAT
F,ffffffff -- Psssst'.

COUNTRY MOUSE
Oh, what is that? I'm frightened so.
A terrible monster! Oh,oh,oh!

ALL
And Country Mouse ran like a streak
He never more will stray.
And to his little children
We often hear him say - -

COUNTRY MOUSE:
Better for beans and cheese in peace
Than cakes and dates in fear

ALL:
True happiness is never found,
If danger's lurking near.

TOMMY TUGBOAT

A flannel board story for choral reading

This is the story about Tommy Tugboat and this is Tommy. Today is a very special day for Tommy, and do you know why? Well, it is Tommy's birthday and he is having a birthday party. All of Tommy's friends are invited to the party -- and so are you. Here is Tommy's birthday cake, let's count the candles on the cake and see how old Tommy is today. One, two, three, four, five, yes, he is five years today. Let's all sing with Tommy's friends as they sing happy birthday.

"Happy Birthday to you,
Happy Birthday to you,
Happy Birthday, dear Tommy,
Happy Birthday to you."

Tommy is very happy today for another reason, too, for now that he is five years old, he can go to tugboat school tomorrow.

After his friends went home, Tommy Tugboat was so very tired he went to sleep and dreamed about going to tugboat school in the morning.

Early next morning, after eating a very good breakfast, Tommy was ready for school. He said, "Good-bye Mother, good-bye Father, I'm off to school."

Tommy Tugboat hurried along to school -- and soon he saw the pretty red schoolhouse--and when he got to the door he went right in. He met the tugboat school teacher and all the other little tugboats in his class. In a little while the tugboat teacher said, "Little tugboats, it is time for our first lesson [illegible] are first [illegible] to learn [illegible]

Tommy Tugboat, continued

in how to be good tugboats. We are first going to learn how to toot our whistles. Listen to me now--Toot! Toot! Toot! Let's see how well all of you can do, everyone go--Toot! Toot! Toot! All the little tugboats practiced their tooting all day long, and just before it was time to go home the tugboat teacher said, "You have all learned to toot your whistles so well that I am going to teach you a little song. It goes like this:

Little tugboats learn to TOOT! TOOT! TOOT!
Little tugboats learn to TOOT! TOOT! TOOT!
All good tugboats go TOOT! TOOT! TOOT!

Now it is time to go home. I will see you all bright and early tomorrow morning.

All the way home, Tommy Tugboat sang the little song he learned in school that day.

Little tugboats learn to TOOT! TOOT! TOOT!
Little tugboats learn to TOOT! TOOT! TOOT!
All good tugboats go TOOT! TOOT! TOOT!

When Tommy Tugboat got home his mother said, "What did you learn in school today?" and his father said, "What did you learn in school today?"

And Tommy said, "I learned to TOOT! TOOT! TOOT! my whistle, and he sang:

Little tugboats learn to TOOT! TOOT! TOOT!
Little tugboats learn to TOOT! TOOT! TOOT!
All good tugboats go TOOT! TOOT! TOOT!

PUFF PUFF, and this time the smoke rings are a little bigger. (ask the children to help Tommy blow big smoke rings.)

Tommy Tugboat, continued

Tommy goes PUFF, PUFF, PUFF, and the smoke rings are larger and larger.

All the little tugboats practice all day long, and soon they all are blowing great big smoke rings in the air.

Soon the tugboat teacher calls all the little tugboats together and says, "Little rugboats, you have learned all the lessons of how to be a good tugboat. You can all go out now to the harbor and help to bring the great big ocean liners into dock. Let's all sing our songs together before it is time to go home.

Little tugboats learn to TOOT! TOOT! TOOT!
Little tugboats learn to TOOT! TOOT! TOOT!
All good tugboats go TOOT! TOOT! TOOT!

Little tugboats learn to PUSH, PUSH, PUSH.
Little tugboats learn to PUSH, PUSH, PUSH.
All good tugboats go PUSH, PUSH, PUSH.

Little tugboats learn to PULL, PULL, PULL.
Little tugboats learn to PULL, PULL, PULL.
All good tugboats go PULL, PULL, PULL.

Little tugboats learn to PUFF, PUFF, PUFF.
Little tugboats learn to PUFF, PUFF, PUFF.
All good tugboats go PUFF, PUFF, PUFF.

THE DRESSED UP EASTER RABBIT

A choric playlet for primary grades by Louise Binder Scott

Once there was a boy named Robert and he wanted to see a dressed-up Easter rabbit.

"Why," said Robert's mother, "No one ever has seen a dressed-up Easter rabbit. There are brown rabbits and white rabbits and rabbits with tall ears, but not one rabbit is dressed up in clothes."

Now Robert just did not believe that because he had seen pictures of dressed-up Easter rabbits in his story books. So he sat down under a tree to wait for the dressed-up Easter rabbit.

Children: And still he sat,
And still he looked
For the dressed-up rabbit
From the picture book.

All at once, rustle, rustle, rustle! Out of a bush came two red red shoes and set themselves down on the green grass! (Place shoes on flannelgraph)

Children: And still he sat,
And still he looked
For the dressed-up rabbit
From his picture book!

Again, Robert heard rustle, rustle, rustle! Out of the bush came a pair of blue, blue trousers and set themselves down on the red, red shoes on the green, green grass. (Place trousers on flannelgraph)

Children: And still he sat,
And still he looked

For the dressed-up rabbit
From his picture book!

Then, rustle, rustle, rustle! Out of the bush came a yellow, yellow jacket and set itself on the blue, blue trousers on the red, red, shoes, on the green, green gass. (Place jacket on flannelgraph)

Robert wondered and wondered!

Children: And still he sat, etc.

Rustle, rustle, rustle! Out of the bush came some purple, purple mittens and set themselves on the yellow, yellow jacket, on the blue, blue trousers on the red, red shoes, on the green, green grass. (Place the mittens on flannelgraph). Robert thought this was very strange indeed!

Children: And still he sat, etc.

Oh, oh! Rustle, rustle, rustle! Out of the bush came a furry face with a wrinkly, wrinkly nose and two long, long ears, and set itself on the yellow, yellow jacket, with the purple, purple mittens, on the blue, blue trousers, on the red, red shoes, on the green grass.

"Why!" exclaimed Robert. "It's the dressed-up rabbit from my picture book!" But just as he was about to say "Hello!", something very strange happened!

Whoosh! Away went the red, red shoes. (Remove red shoes)

Whoosh! Away went the blue, blue, trousers. (Remove trousers)

Whoosh! Away went the yellow, yellow jacket. (Remove jacket)

Whoosh! Away went the purple, purple mittens. (Remove mittens)

Robert woke up just as his mother called, "Robert! Here is a big basket of Easter eggs. I guess the dressed-up Easter rabbit was here after all!"

"I know, Mother," said Robert. "I just saw him!"

THE MAN IN THE MOON

James Whitcomb Riley

Solo 1: The man in the moon has a crick in his back.

All: Wheeeeeeeeeeeeeee Whimmmmmmmmmmmmmmmmmmmm Aren't you sorry for him?

Solo 2: And a mole on his nose that is purple and black.

Solo 3: And his eyes are so weak that they water and run.

If he dares even to dream when he looks at the sun:

Solo 4: So he just dreams of stars as the doctors advise.

Solo 5: And the man in the moon has a boil on his ear.

All: Wheeeeeeeeeee Whimmmmmmmmmmmmm What a singular thing!

Solo 6: I know --- but these facts are authentic, my dear!

Solo 7: There's a boil on his ear and a corn on his chin!

(He calls it a dimple, but dimples stick in.)

Solo 8: Yet it MIGHT be a dimple turned OVER, you know.

Solo 9: And the man in the moon has a rheumatic knee.

All: Geeeeeeeeeeee Whipeeeeeeeeeeeeee What a pity that is!

Solo 10: And his toes have worked round where his nose ought to be.

Solo 11: So whenever he wants to go North, he goes South.

Solo 12: And comes back with porridge crumbs all round his mouth,

Solo 13: And he brushes them off with a Japanese fan!

All: Wing! Whimmmmmmmmmmmmmmm What a marvelous man.

RAILROAD REVERIES

- E. R. Young, Saturday Evening Post

Solo 1: The little boy stopped in the middle of the hayfield,

Solo 2: And turned his head,

Solo 3: And listened for the sound. (Quietly)

Light voices: (Softly at first, then increase volume gradually)

It was there...it was coming...it was growing...it was coming.
It was coming, it was growing all around.

Medium voices: Far away, but growing nearer, growing nearer, growing nearer (rhythm) Coming closer, coming closer, coming closer all the while.

Low voices: Rumble-rumble, rattle-rattle,
Light voices: Clatter-clatter, clank, clank,
Medium: Chugger, chugger, chugger, chugger.

All: And it reached the final mile.

Solo 1: The little boy, rooted in the middle of the hayfield,

Cupped his eyes to shade them from the sun.

Light: And heard the far off whistle,

Low: And the far off rumble,

All: And the far-off rattle of the railroad tracks
As the heavy giant train roared on!

All: (Whispered, gradually increasing in volume)
Catch-a-teacher, catch-a-teacher, patch-his-britches, patch-his-britches,
Catch-a-teacher, patch-his-britches, catch-a-teacher WHOOSH

Low: Chugger-chugger, chugger-chugger, smoke upon the hayfield,

Cinders in the boy's hair and soot upon his face.

Solo 2: Laughter in the boy's heart,

Solo 3: Joy in the boy's feet,

All: Laughter in the engineer's face,

Low: Chugger-chugger, growing fainter,

Medium: Catch-a-teacher, patch-his-britches,

All: Chugger-chugger, SSSSSSSSSSSSSSSssssssssssss

Solo 1: And the little boy turns to other business of the day,
As the heavy giant rumble-rumbles out and fades away.

All: (Projected whisper) Much too busy, much too busy, Many things to doooooooo

All: Much-too-much to doooooooooooooooo! (Imitate whistle)

I HEAR AMERICA SINGING

by Walt Whitman

All: I hear America singing
The varied carols I hear,

Solo 1: Those of mechanics, each one singing his as it should be, blithe and strong,

Solo 2: The carpenter singing his as he measures his plank or beam,

Solo 3: The mason singing his as he makes ready for work, or leaves off work,

Solo 4: The boatman singing what belongs to him in his boat,

Solo 5: The deck-hand singing on the steamboat deck,

Solo 6: The shoemaker singing as he sits on his bench,

Solo 7: The hatter singing as he stands,

Solo 8: The wood-cutter's song,

Solo 9: The plowboy's on his way in the morning, or at noon intermission or at sundown,

Solo 10: The delicious singing of the mother,

Solo 11: Or of the young wife at work,

Solo 12: Or of the girl sewing or washing,

All: Each singing what belongs to him or her and to none else,
The day what belongs to the day -
At night the party of young fellows, robust, friendly,
Singing with open mouth their strong melodious songs.

Developing V Variety of Pitch

(primary grades)

What is pitch?	The most important vocal skill is variety of pitch. Variety of pitch occurs as inflections and pitch-shifts.
Inflections	-A gliding change of pitch during a word. ex. hello
Pitch shift	-A quick change of pitch from one word to another. ex. Come here! Jump up!
Intonation	-A melody pattern of combined inflection and shifts of pitch.
Downward Intonation	- in declarative sentences ex. I am going to a party.
Upward intonation	- in questions that need a yes or no answer ex. Where are you going?

What can be used to teach pitch?

Poems which contain the words "up" and "down." Poems with surprise or unexpected endings.

"See-saw" by Evelyn Beyer
"The Grand Old Duke of York."
"The Elevator" by James Tippett
"The Swing" by Robert Louis Stevenson

SEE SAW

by Evelyn Beyer

Up and Down
See Saws Pop
Up
Seesaws drop
Down

The down is a bump
The up is a jump
See - Saw
See - Saw
Up and Down
Down and Up

As you read the poem, use a variety of pitch. Exaggerate "up" and "down." Use a rising inflection on "up" and a falling inflection on "down."

Have the children say the poem with you. Ask them to look at you so that they will be speaking the same words as you do.

Ask: How did the see-saw go? (up and down)

How should we use our voices to tell how the see-saw goes? (make our voices go up and down)

Let's all use our voices to do what the see-saw does.

Up and Down
See-saws pop
Up
Seesaws drop
Down

Say the following lines. Then have the children repeat them with you.

The down is a bump
The up is a jump

Ask: How did we use our voices when the see-saw went bump? (Voices went down)

How did we use our voices when the see-saw went jump? (Voices went up.)

Say: See - Saw
See - Saw

Ask: Do you think the seesaw was going fast or slow? (Slow because there is a pause - a little stop between "see" and "saw".

Have the children say the whole poem in unison using their voices to make the see-saw go up and down.

The Elevator

I'm going to read a poem about a special person. Listen so you can tell me who he is and where you think he works.

Use a variety of pitch in reading the poem. Exaggerate "up" and "down". Use a rising inflection on "Floors, please?"

THE ELEVATOR - James Tippett

Up and Down
Down and Up
The Elevator Goes.
Floors, please?
The boy asks
As the doors close
Fifth floor!
Tenth Floor!
Stairs won't do.
Too far to walk up
I think, don't you.

Following the reading of the poem , ask: How did the elevator go? (up and down)

How should we use our voices to tell how the elevator goes? (make our voices go up and down)

Let's all use our voices to do what the elevator does.

Up and down
Down and up
The elevator goes.

Let's be the elevator boy and ask the same question that he did.

Floors, please?

How do you use your voice to show that you are asking a question. (voices go up)

Let's call out the floors. What should we do with our voices? (make them go up on floor, because we are asking a question.)

Fifth floor!

Tenth floor!

Listen to the last line of the poem and say them with me.

Stairs won't do.

Too far to walk up,

I think, don't you?

Give the children an opportunity to say the poem with you "just for fun". Memorization is unnecessary although it is sometimes a by-product of repeated choral speaking of a particular poem.

The **Grand** Old Duke of York

Another poem to teach variety of pitch is "The Grand Old Duke of York" since it contains the words "up" and "down".

O, the grand old Duke of York
He had fifty thousand men;
He marched them up the hill,
Then marched them down again.
When they were up, they were up!
And when they were down, they were down.
But when they were half way up,
They were neither up nor down.

This poem will be more effective if the children stand up when they say: "When they were up, they were up!"

Crouch down when they say: "And when they were down they were down/"

An alternate procedure is to move the hand upward when the man marched up the hill and to move the hand downward when they marched down the hill.

Variety of Pitch

In order to give children practice in the ability to hear pitch changes and to use a variety of pitch, ask them to listen, repeat after you and tell what your voice does.

Time to get up! (Voice goes up)

Cuckoo, cuckoo, cuckoo (voice goes up in the middle of each word)

Is my breakfast ready? (Voice goes up)

It is a very nice day (Voices go down)

Oh-hummmmm, oh oh-hummmmm.

(Voices go up and down)

I'm so sleepy!

Good night, dear.

Time for bed.

Variety of Stress

In order to give children an opportunity to note differences in stress, wrote on the board:

Time to get up! (underline up)

Time to get up! (underline time)

Time to get up! (underline get)

Have children note differences in meaning when a different word is stressed in the same sentence.

Use the same procedure with the following sentences.

I'm so *sleepy*!
I'm *so* sleepy!
I'm so sleepy!

Is my *breakfast* ready?
Is *my* breakfast ready?
Is my breakfast *ready*?

Have children suggest other sentences to show differences in meaning when stress is changed.

BRAINSTORMING

Time Magazine Feb.18, 1957

"The originator of the brainstorm, Alex F. Osborn, defines it as a method in which groups of people use their brains to storm a creative problem and do so in Commando fashion, with each stormer audaciuusly attacking the same objective.

A problem is presented and everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thoughtless enough to say "it won't work; he is sternly reminded that such remarks are taboo by the chief brainstormer, who clangs a school-marm's bell at him. Anyone is free to hitchhike on an idea, pick it up and improve on it."

Creative Education Foundation, 1614 Rand Building, Buffalo 3, New York

Motto of Foundation - Quotation from Albert Einstein

"Imagination is more important than knowledge".

ELABORATIVE THINKING EXERCISES

GRADE 1

In first grade the elaborative thinking cards should be used at least once a week beginning in November. There are twenty-five cards for the first grade, and they may be used in any order.

The children are divided into groups of three with one child acting as leader. Intelligence and reading ability are not factors in grouping. More responses will result when members of the group are varied in ability and experience.

The teacher reads the story to the children. Then the members in each group try to think of as many answers as possible for the question which follows the story.

The children are given approximately seven minutes to think of as many ideas as they can. Pupils may run out of ideas or lose interest if given a longer period of time. During this time the teacher should be circulating from group to group giving encouragement and help if needed. It may be necessary to reread the card for a particular group if they cannot remember the situation.

At the end of the period, each leader reports to the class on the answers chosen by his group. It is suggested that each leader take his turn giving one answer at a time so that all groups will have a chance to contribute answers. Emphasis should be placed on not repeating answers already given by another group.

As the answers are given, the teacher should very quickly write them on the board. The teacher should check the back of the card and place a star in front of any worthwhile answer that is not on the back of the card. In other words, the group giving this answer would receive special recognition. No response should be neglected unless it is completely irrelevant.

ELABORATIVE THINKING

EXERCISE #1

Mother sent Janet and Mark to Martin's Store for bread. "Here is $1.00, " she said. "You may buy something with the change." They saw so many things. It was hard to choose.

Tell some of the things they might like to buy.

EXERCISE #2

Billy wanted to have a dog. Mother said that a dog in the house would be too much work for her.

What did Billy tell her?

EXERCISE 1

1. candy
2. bubble gum
3. toy truck
4. kite
5. crayons
6. coloring books
7. yo - yo
8. bo - lo balls
9. jump ropes
10. models
11. ice cream
12. balloons
13. potato chips
14. baseball cards
15. comic book
16. top
17. plastic helicopter
18. pencil
19. tonic
20. doughnuts
21. twinkies
22. licorice

EXERCISE 2

1. I'll feed it.
2. All my friends have dogs.
3. A dog would protect us.
4. I can play with a dog.
5. I won't let the dog in the living room.
6. We can get a little dog.
7. I'm lonesome.
8. I'll take care of it.
9. Let's have it just for a week.
10. I'll really love it.
11. I'll be a good boy, always!
12. I'll help with housework to pay for the food.
13. I'll run away, if I can't have one.
14. I'll brush it.
15. I'll walk it.

ELABORATIVE THINKING

EXERCISE #3

Jim's father owned an ice-cream factory. He wanted to make a different kind of ice-cream each month. He already had vanilla, chocolate and strawberry.

What other kinds could he make?

EXERCISE 4

David's grandfather owns a toy store. David spent the day with him.

What did he do?

EXERCISE 3

1. peanut
2. cherry
3. coconut
4. frozen pudding
5. coffee
6. banana
7. raspberry
8. chocolate chip
9. mocha nut
10. pistachio
11. tangerine
12. choc. ripple
13. pecan
14. black walnut
15. blueberry
16. tutti-fruiti
17. pineapple
18. butter-crunch
19. ginger
20. choc. royal
21. orange-pineapple
22. raspberry-royal
23. peppermint stick
24. maple
25. maple-walnut
26. butter-pecan
27. cranberry
28. chocolate-marshmallow

EXERCISE 4

1. Rode the bicycles
2. Played the drums
3. Played with the trucks
4. Rode the hobby-horse
5. Wound the toys
6. Played with the soldiers
7. Played with guns
8. Helped Grandfather behind the counter
9. Put on price tags

ELABORATIVE THINKING

EXERCISE # 5

Mother said Billy and Tom could sleep in their tent. Billy went to sleep very fast, but Tom did not. Soon Tom heard a sound!

What did Tom hear?

EXERCISE #6

Mother was sick in bed. Diane wanted to be a good helper. She wasn't very big but there were many things she could do. And she did.

What are some of the things that Diane did?

EXERCISE 5

1. the dog
2. a bear
3. a raccoon
4. a chipmunk
5. the wind
6. leaves
7. his mother
8. his father
9. rain
10. thunder
11. someone coming
12. Billy sleeping
13. a prowler
14. a snake
15. the boy next door
16. the town clock striking
17. a car driving in

[illegible]

18. a train
19. a branch hitting the tent
20. a branch hitting the house
21. cats fighting

EXERCISE 6

1. answer the telephone
2. carry food to her
3. bring her a drink
4. bring her a magazine
5. bring her the medicine
6. answer the doorbell
7. watch brothers and sisters
8. keep quiet
9. feed the pets
10. read to her
11. bring her the paper
12. straighten her blankets
13. keep her company
14. bring a flower
15. air the room
16. play a record
17. rinse the dishes
18. tidy the room
19. speak cheerfully
20. don't complain
21. go to bed on time
22. dust
23. set the table

ELABORATIVE THINKING

EXERCISE #7

Pat was going to school for the first time. He was not happy.

"I don't want to go unless I know what it looks like and where everything is," he said to his sister, Penny.

So Penny drew a map of his classroom, and told him what everything was. Pat took it to school with him the next day.

When he came home he was very happy. "You didn't forget a thing!" he said.

What had Penny put on the map?

EXERCISE #8

Sammy Squirrel was getting ready for winter. "Work, work, work!" he said. "I wish I were a man. I would not have so much to do now."

When he ran up his tree to put three nuts in his nest, he looked across at the Parker house. Mr. Parker was very busy outside the house. Mrs. Parker was working inside.

"Well, well," said Sammy, "from what I see, people have more to do to get ready for winter than squirrels do."

What had Sammy Squirrel seen?

EXERCISE 7

1. the lavatory
2. blackboards
3. windows
4. bulletin boards
5. door
6. book shelves
7. teacher's desk
8. student's desk
9. pencil sharpener
10. closets
11. cupboards
12. maps
13. place to hang clothes
14. supplies
15. waste paper basket
16. playground equipment
17. fire exit
18. drinking fountain
19. piano
20. clock

EXERCISE 8

1. putting on storm windows
2. put away summer clothes
3. airing winter clothes
4. raking the lawn
5. preserving produce
6. putting away the boat
7. put away swimming pool
8. putting up heavier curtains
9. putting on the electric blanket
10. raking leaves
11. burning leaves
12. covering plants
13. putting away out-door furniture
14. covering the air-conditioner
15. put up snow fence
16. take out snow shovels
17. take out snow blower
18. take out winter boots
19. planting bulbs

ELABORATIVE THINKING

EXERCISE #9

It was Mother's birthday! Timmy had no surprise for her. He had to stay at home. Maybe he could do something so that she would know he loved her. He looked around the house.

What did he do?

EXERCISE 10

Steven and Sandy like to go to the beach. They had fun collecting things that had been washed up on the shore.

What might they have found?

EXERCISE 9

1. make a paper flower
2. make a decoration
3. make a picture
4. make a little book
5. make a card
6. make Jello
7. make pudding
8. sweep the floor
9. clean his room
10. set the table
11. empty the wastebasket
12. hang up his clothes
13. put away his toys
14. make his mother's bed
15. sweep the walk
16. give mother his favorite toy
17. give mother a note for work
18. pick flowers
19. write a poem
20. write a letter

EXERCISE 10

1. clam shells
2. pretty stones
3. dead fish
4. jelly fish
5. snails
6. star fish
7. drift wood
8. glass (sea)
9. bottles
10. garbage
11. papers
12. horseshoe crabs
13. hermit crabs
14. money
15. bottles
16. rocks
17. lobster pots
18. sea gull
19. feathers
20. old boat
21. lobster marker
22. string
23. shoes
24. sea weed
25. skate eggs
26. snail eggs

ELABORATIVE THINKING

EXERCISE #11

A little puppy was lost. He wanted to find someone to love him. He wanted to find something to eat.

What did he do?

EXERCISE #12

"When I get big I want to be a weather man" said Jeffery.

"But you like to talk and there isn't much you can say about the weather," his friend Andy said.

"Oh, yes there is. Everyone always wants to know about it. So they would listen to me. There are many words that tell about weather. I shall make a list of them."

What words did Jeffrey list?

ELABORATIVE THINKING

EXERCISE # 11

1. followed a little boy
2. went to the store
3. ran up and down the street
4. went to school
5. went up to a house
6. followed another dog
7. cried and cried
8. barked
9. met an old lady
10. chased a cat
11. went to a grocery store
12. hid behind boxes

EXERCISE 12

1. hot
2. cold
3. windy
4. showery
5. cloudy
6. freezing
7. snowy
8. hurricane
9. cyclone
10. tornado
11. heat wave
12. cold wave
13. flood
14. draught
15. unseasonal
16. rainy

ELABORATIVE THINKING

EXERCISE # 13

This is such a pretty place. It used to be quiet here beside the lake. Many things have happened around me. I am a white birch tree.

What do you think I have seen?

EXERCISE #14

Mother, Father, Jack and Jane were at the beach. Jane looked for her ball. Mother said, "I saw it by the door at home. Play with something here."

But Jane wanted her ball. When no one was looking, she started home. She went up one street. She went up a hill. But she did not see her house. She was lost.

What did she do?

EXERCISE 13

1. people swimming
2. people hiking
3. picnics
4. boating
5. campers
6. fishing
7. skating
8. sliding
9. skiing
10. leaves falling
11. snow
12. rain
13. sunshine
14. sleet
15. lightning
16. fire
17. wild flowers
18. wild animals
19. trees budding
20. bulldozers digging
21. houses being built
22. roads being built
23. stores put in
24. cars roaring by
25. helicopter reporting traffic overhead

EXERCISE 14

1. cried
2. went into nearest house
3. stopped a policeman
4. met someone
5. started running
6. turned around
7. tried to find mother
8. laid down and went to sleep
9. started playing with some children
10. found another ball
11. got on a bus
12. took a taxi
13. called home on public telephone
14. went into store and asked for help
15. stood on corner and waited

ELABORATIVE THINKING

EXERCISE #15

Rick came running into the house. "The strangest thing just happened to me. Wait until you hear about it."

What strange thing might have happened
to Rick?

EXERCISE #16

I've had some nice things
Happen to me
Things that make me happy
As can be
You have had fun things too
What are some happy things that
Have happened to you?

EXERCISE 15

1. met a ghost
2. ran into a skunk
3. saw an elephant
4. saw a hippo
5. saw a giraffe
6. saw a tiger
7. rode in a flying car
8. saw a house moving
9. saw a rocket
10. saw a martian

EXERCISE 16

1. birthday party
2. present
3. surprise
4. money to spend
5. trip
6. puppy
7. kitten
8. new baby
9. new shoes
10. new friend
11. company
12. bicycle
13. stay up late
14. camping
15. new clothes
16. circus

carnival (17.)

18. swimming
19. going to beach
20. ice-cream
21. Christmas
22. having a horse
23. combing mother's hair
24. playing with a good friend
25. going to a movie
26. stopping for toys
27. seeing something beautiful
28. listening to first robin in spring
29. playing in the snow
30. stepping in puddles with boots on
31. sitting in front of a fire
32. visiting Santa Claus
33. hunting for Easter eggs
34. sharing secrets with friend
35. getting A in a test
36. hearing teacher say "Good Work" when you showed her your work

ELABORATIVE THINKING
EXERCISE #17

Benny had a new pool in his back yard. He wanted to have a pool party.

"But what will you do?" asked his Mother.

"I would like all of my friends to have something different to use in the pool. Then they could take their toys home with them and always remember my wonderful party."

That night Father came home carrying a large box. In it were many toys for Benny's party.

What might they have been?

EXERCISE #18

One rainy day, Sam went to the library. Sam found a wonderful book about dragons. All the chairs were taken. So he sat down behind a big box. Sam was so interested in his book he did not hear the librarian say "Time to go home." He was all alone.

What did Sam do?

EXERCISE 17

1. masks
2. flippers
3. rubber balls
4. Frisbee
5. wind up boats
6. beach balls
7. kick balls
8. plastic boat
9. toy ducks
10. submarines
11. plastic fish
12. squirt guns
13. watering can
14. snorkel

EXERCISE 18

1. called his mother
2. cried
3. screamed
4. kept reading
5. knocked on the window
6. tried to find someone
7. called the police
8. found the custodian
9. went to sleep
10. put on all the lights
11. went out a window
12. pushed the burglar alarm
13. opened up the big box to see what was inside
14. waited for police at door
15. waited until someone missed him

ELABORATIVE THINKING

EXERCISE #19

Linda was walking down the street. When she went by an empty house, she always walked a little faster. One day she looked up and saw an open window. A beautiful doll looked out. It said, "Come in, come in! Come in and play with me!"

How did the doll get there?

EXERCISE #20

Ted's neighbors were moving away. They had a pony, but they could not take it. They gave the pony to Ted.

What could Ted do with the pony?

EXERCISE 19

1. a man put her there
2. someone forgot her
3. a neighbor put the doll there
4. it fell from a high shelf
5. it was a walking doll
6. a fairy brought it
7. a dog dragged it in
8. it was a magic doll
9. a girl left it there
10. it was put there as a joke
11. it was her imagination
12. her friend put it there
13. people had moved into the house
14. children had been playing there

EXERCISE 20

1. sell the pony
2. rent him
3. keep him in the garage
4. keep him in the country
5. keep him in a neighbor's barn
6. build a barn for him
7. give rides on him
8. put him in a race
9. let him pull a wagon
10. teach him a trick
11. put him in a parade
12. take care of him
13. put him in a circus
14. put him in a horse show
15. teach him to count

ELABORATIVE THINKING

EXERCISE # 21

You are a robin. You are flying South for the winter. What might you see?

EXERCISE #22

"Well that's it Joe!" said the rubbish man as they emptied the last barrel. "We picked up a lot of rubbish today. Guess everyone around here has been spring cleaning."

What are some of the things they put in the dump truck?

EXERCISE 21

1. tree tops
2. roofs of houses
3. other birds
4. rivers
5. hills
6. highways
7. cars
8. mountains
9. people
10. chimneys
11. bird feeders
12. clouds
13. planes
14. smoke
15. fog
16. grass
17. lakes
18. sunrise
19. sunset
20. stars
21. moon
22. rain
23. rainbow
24. insects
25. animals

EXERCISE 22

1. old lamp
2. broken chair
3. baby's bed
4. broken toys
5. garbage
6. boxes
7. Old T.V.'s
8. Bottles
9. broken card tables
10. dishes
11. screens
12. newspapers
13. wood
14. cans
15. old trunk
16. picture frames
17. old tires
18. gowns
19. porch swing
20. lawn furniture
21. bird bath
22. bird house
23. radio
24. books
25. old refrigerator
26. stove
27. barrels
28. mattress

ELABORATIVE THINKING

EXERCISE # 23

The twins had a birthday. Joy got a family of dolls. Grandmother sent Jay a great big box of building blocks.

"What shall I make with my blocks?" asked Jay.

"I want a town for my doll family," said Joy. "I want them to have everything they need."

So Jay built a town for the doll family. And they had everything they needed.

What buildings did Jay build for Doll Town?

EXERCISE # 24

"I wish I could gallop as fast as a horse! Animals can do so many things! I wish I were an animal instead of a boy!" said George.

"What a thing to say!" his mother said with surprise. "You can do many things that animals do."

What are some things that both animals and people can do?

Exercise 23

1. home
2. garage
3. church
4. post office
5. store (grocery)
6. shoe store
7. department store
8. bakery
9. laundromat
10. five and ten
11. police station
12. fire station
13. school
14. cobbler's
15. hospital
16. beauty parlor
17. barber shop
18. gas station
19. bank
20. car showroom
21. bus station
22. train station
23. hotel
24. motel
25. airport
26. movie theater
27. restaurant

EXERCISE 24

1. eat
2. sleep
3. run
4. jump
5. play
6. catch things
7. make noises
8. work
9. sit
10. rest
11. look
12. smell
13. hear
14. taste
15. drink
16. swim
17. have friends
18. carry things
19. play games
20. seek shelter
21. get born
22. die
23. get angry
24. go mad
25. bite
26. kick
27. scratch
28. remember
29. do tricks
30. have a toothache
31. become ill

Elaborative Thinking

Exercise #25

"I don't want to go to school! I won't go! I won't go!" screamed Eddie.

"But you never will learn to read books if you don't go to school." said his father.

"What's a book, anyway?" asked Eddie.

"There are many kinds of books." said father.

What kind of books did father tell Eddie about?

EXERCISE 25

1. animal stories
2. fairy tales
3. adventure stories
4. mystery
5. picture books
6. riddles
7. Bible
8. travel books
9. encyclopedia
10. science
11. space
12. song
13. telephone
14. dictionaries
15. biography
16. text books
17. math
18. myths

OUR CLOCK

Introduction: There are may kinds of clocks. Think of the clocks we have. Name some of the different kinds of clocks. This poem tells about one kind of clock. Listen and find out what kind it is.

I don't know why they say a clock
Says tock, tick tock, tick tock.
Our clock says only whir, whir, whir,
As its insides just purr and purr.

Our clock is an electric one,
Just plug it in and it will run.
I wish it were a tick tock clock,
I'd think it fun to hear it talk.

Margaret Goff Clark

Ask children to repeat the sounds that the different clocks make as you reread the poem.

Questions about the poem: If the children do not know the answer, reread the poem and have them raise their hands when they hear the correct answer.

1. What kind of clock is the poem about? (electric)
2. What sound does it make? (whir)
3. What does the author wish his clock could do? (talk)
4. Did the poem make you think of any animal? (cat) Why? (Insides of clock purr)
5. How does an electric clock run? (plug it in)
6. How does a tick-tock clock run? (It has to be wound)

As a follow-up activity, let children make the sound of clocks they have heard.

HUSKY HI (Norweigan)

Introduction

Say: I am going to read a poem called "Husky Hi". First I am going to read it one way; then I am going to read it another way. Listen, and be ready to tell which way helps you picture more easily what is happening.

Teacher reads or, better still, says the poem using the same volume and intensity throughout the poem. Then she rereads the poem; starting lines 1, and 2 very softly; increasing the volume and intensity in lines 3 and 4; and lowering the voice gradually in lines 5 and 6.

Husky hi, husky hi,
Here comes Keery galloping by
She carries her husband tied in a sack,
She carries him home on her horse's back
Husky-hi, husky-hi,
Here comes Keery galloping by!

Rose Fyleman.

Questions about poem:

Ask: 1. Did you hear the changes in my voice?

2. Why was it soft at first? (Keery is far away)

3. Why was it loud and exciting in the middle of the poem? (Keery is passing in front)

4. Why did it get softer at the end? (Keery is going away)

Have the children say the poem with you while a few move to the cadence of the poem, galloping on tip toes in the beginning, increasing the action, building up to a full-footed gallop during the middle of the poem and tapering off to tip toes again, attempting to readh their seats and be sitting - just as the poem ends.

If some of the children fail to return to their seats on time, continue to repeat the last two lines in soft voices as long as it is necessary.

HOLDING HANDS

Introduction: We all like to go out walking with someone. Sometimes we walk arm in arm or holding hands. Sometimes we walk alone following another. How do you suppose animals walk together? Let's listen and find out about one kind of animal. As I read, try to imagine how you could pretend to be this animal.

Elephants walking,
Along the trails

Are holding hands
By holding tails.

Trunks and tails
Are handy things

When elephants walk
In Circus rings.

Elephants work
And elephants play.

And elephants walk
And feel so gay.

And when they walk -
It never fails

They're holding hands
By holding tails.

Lenore M. Link

Have the children demonstrate possible positions. Allow them to parade around the room as the poem is reread. They may stop to work and play.

THE LITTLE TURTLE

Introduction: Teacher may hold up a small box in which there is a small turtle, a picture of a turtle, or an empty box. Ask: What do you think is in this box?

There was a little turtle.

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Vachel Lindsay

Questions about the poem: If the children have difficulty answering any of the questions, reread the poem after directing the children to raise their hands when they hear the correct answer.

1. What things did the turtle do that you can do?
   (lived swam climbed caught things)
2. What did he do that you probably do not do?
   (snapped at things)
3. Who is talking in this poem? (a child)
4. What did the turtle do that he wanted to do?
   (caught the mosquito, flea, minnow)
5. What was he not able to do? (catch the child)
6. Do you think that the same thing is in this box (show box displayed) that was in the box in the poem? Let's see!
7. What other animals might live in a box? (answers will vary according to the size of the box)

THE END

Introduction: This poem is appropriate after January when all of the children have become six years old. It is also very meaningful at the end of the T.V. Science program,"All About You", particularly the segment, "My How You've Grown!".

Say: It's quite important to be old enough to be in school, isn't it? Now you can do many more things than you ever did before! The title of this poem is "The End". Listen to find out whether or not you think it is a good title and if you agree with the child who is speaking.

When I was One,
I had just begun.

When I was Two,
I was nearly new.

When I was Three
I was hardly Me.

When I was Four,
I was not much more.

Whe I was Five,
I was just alive.

But now I am Six, I'm as clever as clever.
So I think I'll be six now for ever and ever.

A.A. Milne

Ask: Is "The End" a good title for this poem? Why or why not? Then reread the poem waiting for children to complete the rhyming word of each second line. After the poem has been reread several times, the teacher may read the first line of each couplet, and the children supply the second line.

Questions about the poem:

1. How does the child feel now that he is six years old?
2. Why is the poem called "The End"? (He wants to be six for ever)
3. Do you agree with the poem? Why?

Divide the children into six groups with a leader. Let them discuss characteristics of the various ages, one through six, drawing on memories of themselves or observations of younger brothers and sisters at a particular age.

Additional Poems

First grade teachers should acquaint themselves with the following books that contain many delightful poems their pupils will enjoy.

HAILSTONES AND HALIBUT BONES - Mary O'Neill Doubleday & Co.

WHEN WE WERE VERY YOUNG - A.A. Milne E.P. Dutton & Co.

NOW WE ARE SIX - A.A. Milne E.P. Dutton & Co.

SILVER PENNIES - Blanche Jennings Thompson Macmillan Co.

A QUICK LAUGHTER - Compiled by Katherine Love Thomas Crowell Co.

A SMALL CHILD'S BOOK OF VERSE - Compiled by Pelagie Doane -Oxford University Press

THE GOLDEN TREASURY OF POETRY-Selected by Louis Untermeyer - Golden Press

RHYMES AND VERSES - Walter De La Mare -

LET'S READ TOGETHER POEMS - Selected by Helen Brown - Row Peterson

SUNG UNDER THE SILVER UMBRELLA - Macmillan Co.

A CHILD'S GARDEN OF VERSES - Robert Louis Stevenson Henry Z. Walck

A LITTLE LAUGHTER - Compiled by Katherine Love Thomas Y. Crowell

TIERRA LIRRA - Laura Richards Little Brown

LINGUISTICS

Grade 1

VOCABULARY BUILDING

Lesson 1

Words that answer Who and What.

Say: Sometimes we hear only part of what someone says. Suppose you walked into a room and heard someone say, (pause) "________bumped downstairs!" Wouldn't you wonder what they were talking about?

The words bumped downstairs just tell you what happened.

Then ask: What else would you have to know? Encourage the children to suggest that they must know who or what bumped downstairs.

Write on the board:

WHO? WHAT?

Ask: Could it be Jimmy that bumped downstairs? (write "Jimmy" under "who")

Then ask: Or was it blocks that bumped downstairs? (write blocks under "what".)

Then ask: If it were barrels, would it tell "who" or "what"? After "what" is given as a response, write barrels in the "what" column.

Ask: What else could it have been? Say: Think of one word that will tell us.

Encourage suggestions from the children. As each word is given, have them tell whether it belongs under "who" or "what".

The chart developed on the board might include some of the following words.

WHO?	WHAT?
Jimmy	Blocks
He	Barrels
Everyone	Something
Boys	Tables
Girls	Chairs
Goblins	Shoes

Vocabulary Building- Grade 1

Lesson 2

Words and word phrases that answer Who and What.

Say: We have found single words that answered the question "who". Often we will need more than one word to tell "who" did something. If we use more than one word, we use a "word phrase". The boys and laughing children are word phrases.

Write:

Who rolled down the hill?

Have the question read. Then say: The answer to the question would be (pause) _____rolled down the hill. As you say the incomplete sentence, write:

________ rolled down the hill.

Who?

word word phrase

Say: If it were Peter who did it, we would use only one word.(write Peter in word column) Or it may have been the boys who rolled down the hill. (Write the boys in word phrase column.) The boys is a "word phrase".

Stimulate the children to supply other words and word phrases, listing each in the correct column.

Follow the same procedure to review the words and to introduce word phrases, which will tell "what".

Write: What?

Word Word phrases

on the board beside the "who lists. The same incomplete sentence may be used. ______(what)______ rolled down the hill?

The chart developed on the board might include some of the following words and word phrases.

____________ rolled down the hill.

WHO?		WHAT?	
Word	Word phrase	Word	Word phrase
Peter	The boys	Balls	The beach balls
We	Susan and I	Toys	Dolls and cars
Children	Boys and girls	Water	Sticks and stones
Clowns	The little boy	Something	The truck

Lesson 3

Words that answer Who and What

Home Work Assignment

Direct each pupil to fold a 12" x 18" manila drawing paper in half to form a 9" x12" booklet. At the top of one inside page they are to write Who?; at the top of the other, What? They will take home the booklet and paste, on the appropriate pages, pictures which answer the questions Who and What. Have pictures labelled if possible.

On the following day have the children show their booklets. On the board write the picture names under the appropriate title.

Possible responses follow:

WHO?	WHAT?
a garage mechanic	a pretty dress
funny people	a plate of food
astronauts	boats
children playing	buildings
a scuba diver	toys
someone skiing	a flower garden
a family	racing cars
people eating	a mask
wimmers	a stove
woman working	a house

The people in the first half, followed by pictur[illegible] things, may suggest story ideas.

Lesson 4

Words and word phrases that answer When?

Write: 1. Who is here?

2. What is here?

Have the first question read. Ask several children to answer. Then say: Each answer told about a person, or people, didn't it?

Have the second qeustion read and several answers given. Point out that so the answers were about things.

Write: 3. When will Jack come?

Have several answers given. Lead the children to recognize that a different kind of answer is expected - one involving time.

Say: When we answer this question, we have to change the order of the words. Write: Jack will come ___________.

Say: Perhaps Jack will come soon, or perhaps he will come in a little while. Both of these tell "when".

Under the incomplete sentence, make the following chart on the board:

WHEN

Word	Word phrase
soon	in a little while

Encourage the children to suggest other answers telling "when". Remind them that they may use a word or a word phrase. Have them designate the column into which each response should be placed. Word responses will probably require some help. Tonight, today, tomorrow, and soon might be used. Suggest that then, yesterday, next, and now might be used in another sentence. Word phrases might include next year, in a little while, at 12 o'clock, when he has had dinner, after lunch, and this afternoon.

Lesson 5

Words and word phrases that answer Where.

Write: When shall we have lunch?

Have the question read and several answers given. Lead the children to recall that each word or word phrase, given as an answer, indicated the time to have lunch.

Write: Where shall we have lunch?

Have the question read. Ask several children to answer. Conclude the where tells about a place.

Write: We will have lunch __________.

Say: We may have lunch here or perhaps we may have lunch in the lunch room.

Both of these expressions tell "where".

Under the incomplete sentence start the following chart on the board.

WHERE

Word	Word Phrase
here	in the lunch room.

Encourage the children to suggest other words or word phrases that tell where we may have lunch.

The completed chart might include some of the following responses.

WHERE

Word	Word Phrase
here	in the lunch room
there	under the trees
outside	on the grass
inside	by the pool

Lesson 6

Obtain the book, MARY POPPINS by P.L. Travers.

Teacher says: "Mr. Banks has hired Mary Poppins to be a Nanny for his children, Michael and Jane. She has just arrived in the children's nursery. Michael and Jane are wondering what is going to happen."

Teacher reads the following selection from MARY POPPINS.

While Jane and Michael watched in astonishment from the nursery landing, Mary Poppins slid gracefully up the barrister and set down her carpet bag. The children could see that it was empty. But from that carpet bag she took one hat rack, one large gilt-edged mirror, a rubber plant and a lighted floor lamp!

"There!" she said, looking around the room. "That's a bit more comfortable I would say!"

"Now," said Mary Poppins with a look around the room, "It's time for a game called Tidy Up."

"I don't like the sound of it," said Michael. But Mary Poppins just smiled.

"In every job that must be done, " she said "we find an element of fun. We find the fun and snap! The job's a game!"

And when Mary Poppins snapped her fingers, all Jane's dolls settled themsleves neatly on the shelf. Michael's soldiers, made of lead, marched to tents beneath the bed. Toys and clowns and wooden blocks flew into their magic box. Shirts and skirts, shorts and jackets too, soared to closets out of view. In no time at all the room was tidy. "That's better," Mary Poppins sniffed,"now it looks less like a bear pit."

Teacher asks:

What things did Mary Pöppins put away for Jane and Michael?

Teacher lists responses on the board under the word What?

Teacher asks:

Wouldn't you love to have Mary Poppins come into your bedroom on a day when you had been playing and hadn't had time to put away your things? What could she put away for you?

Teacher lists responses on another part of the board.

Teacher writes Where on the board.

Teacher asks:

Where did Jane's and Michael's things go?

Teacher lists responses under Where?

The teacher then asks:

Where would your things go?

Teacher lists responses under Where.

The lists from MARY POPPINS will be similar to the following:

WHAT	WHERE
Jane's dolls	on the shelf
Michael's soldiers	to the tents beneath the bed
Toys	into their magid box
Clowns	to the closet
Wooden blocks	
Shirts and skirts	
Shorts and jackets	

Pupil's lists might include some of the following items and places:

WHAT	WHERE
books	in bookcases
pencils	in cupboards
crayons	in the desk
clothes	on hooks
games	in the toy box
puzzles	in drawers
underwear	in a laundry bag

GENERIC WORDS

The difference between the right word and the almost - right word is the difference between lightning and the lightning bug.

Mark Twain

Generic reference list

Big	Little	Bad	Good	Go
huge	small	dreadful	polite	melt
long	tiny	horrible	great	move
grand	wee	miserable	delightful	travel
great	young	rotten	thoughtful	go on
immense	narrow	spoiled	pleasing	stir
enormous	slight	disagreeable	attractive	vanish
gigantic	slender	wicked	graceful	disappear
large	petite	harmful	lovely	die
towering	slight	dangerous	fine	ride
tall		mean	happy	leave
full-grown		bothered	well-behaved	trot
wide			generous	walk
fat			kind	run
			proper	skip
			delicious	slide
				take off
				fade away

Generic Words

Lesson 1

Ask the children: "What kind of children do I expect you to be?"

The children will probably say "Good"

Write: Good children on the board.

Ask the children: "If you were going to a party, what kind of a time do you want to have?"

Record on the board their response

good time

Ask: "When Mother serves a dinner that you liked very much, what do you say?"

Record response on board -

good dinner

Have the responses read:

good children

good time

good dinner

Then ask: "In all of these, does good mean the same thing?" (no)

Are good children like a good dinner?

Do you want to eat good children?

Let's see if we can find better words to tell what good children are like.

Write on the board:

________children

Elicit from the children words that tell what good first graders should be like. Write the first response as it is given in front of the word children. Write the remaining responses in a column. The list might include:

thoughtful children

polite children

pleasing children

well-behaved children

kind children

delightful children

helpful children

friendly children

clever children

generous children

Use the same procedure for the other phrases:

good time good dinner

Resulting chart might include:

good time	good dinner
great time	delicious dinner
gay time	great dinner
lovely time	luscious dinner
fine time	lovely dinner
happy time	scrumptious dinner
perfect time	fine dinner
enjoyable time	yummy dinner
terrific time	
wonderful time	
the best time	

Generic Words

Lesson 2

On following days use the same procedure to develop specific words to express the meanings of little, bad, go and house.

Emphasize the aim of the activity - to be able to express a more exact meaning - to describe more accurately.

The following nouns may be better described by some of the specific adjectives.

big

__________dinosaur (huge - immense - gigantic)
__________building (towering-imposing-massive)
__________package (bulky-impressive-enormous)
__________man (important-tall-fat-noble)

little

__________line (fine-narrow-slender)
__________bush (dwarf- short-low)
__________baby (young-wee-tiny)
__________mistake (slight - petty-minute)

bad

__________witch (ugly- mean- wicked)
__________ road (bumpy-dangerous)
__________ food (spoiled -rotten-offensive-harmful)
__________ job (horrible - faulty-disagreeable)

The verb go may be replaced to show a more specific movement.

go (goes went)

Children ______________(skip-stumble-stroll)

Ice ____________________(melts - disappears -leaves)

Rockets ________________(takeoff- vanish- fade)

A horse ________________(trots-gallops-races-moves)

Specific nouns may generate a more accurate mental picture than house.

The rich old king went to his __________. (palace, castle)

Jimmy went to his ________. (hut, selter)

The hermit went to his ________. (cabin, shack)

DESCRIPTIVE WORDS AND PHRASES

Lesson 1

Teacher reads: -

Wouldn't you love to be a kite

And fly way up in the sky?

Think of the many things you would see

As the breeze pushed you up high!

Veronica Hatch

Say: Some things would be big.

Ask: What might you see that would be big?

Have the children brainstorm in groups of three (including a secretary) for words or phrases which will answer the question "What would be big?" After seven minutes have each secretary report one item in turn. Do not allow repetition. Teacher records on chart paper under the title WHAT IS BIG?

The list might be similar to the following:

WHAT IS BIG?

boats in the ocean

a rocket

trucks on a road

elephants in the zoo

steam shovels working

an alligator in a swamp

a work horse on a farm

a moving van on the highway

trees in the forest

buildings in the city

mail truck bringing mail

a bear in a park

bus driving to school

Lesson 2

On another day use the same procedure but change the question to:

What is little?

Possible responses are birds, turtles, lost toys, clothes on a line, a puppy, a kitten, a flower, a baby crawling, a child running, a ball etc.

Lesson 3

Tell the following story:

Peter was dreaming. In his dream he was walking on a path among huge trees which stretched ahead of him in two long rows. As he reached the end of the path, he saw two openings in the mountainside before him. And there, between the caves, stood a beautiful little elf dressed all in green with a pointed cap.

"Come, Peter," he said. "You may choose one of these caves to explore. One has all good things in it. The other has only bad things.

"I want to see the good things. Which cave has them? asked Peter.

"You will have to guess," replied the elf.

So Peter started into the cave on the right. And, do you know, it was the cave that had all good things!

What did Peter find there?

Have the children brainstorm in groups of three (including a secretary) for words or phrases which will answer the question, "what is good?". After seven minutes, have each secretary tell one item in turn. Try to avoid repetition. Record on chart paper under the title, "WHAT IS GOOD?"

On another day ask: What do you suppose Peter would have seen if he had chosen the cave on the left? "What is bad"?

Follow the same procedure as that used to discover "What is Good?"

The charts may include some of the following:

What is good?	What is bad?
a birthday party	heavy storm
a present	dark day
a turkey dinner	spoiled food
warm, sunny day	hungry child
old friend	empty refrigerator
story book	Christmas without gifts
lively puppy	a shivering puppy
happy thoughts	ugly witch
pleasant dreams	snarling dog
neat papers	lonesome boy
pictures	homework not done

The children should be made aware that any of the items may change from bad to good, or good to bad, under opposite conditions. The dark day may become sunny or the sunny day may end with a heavy storm.

DESCRIPTIVE WORDS

Lesson 4 - Go

Have the children look at:

- the clock
- a boy
- a toy that goes
- a picture of something that goes.

What is one thing that all of these can do?

Response: go

Have children give teacher words of other things that can go.

Teacher records responses on chart.

Things that go:

automobiles
trucks
trains
jet airplanes
motor scooters
English Bicycles
hay wagons

helicopters
clocks
vacuum cleaner
machines
roller skates
boats
horses
radio

ponies
clouds
water
kites
people
world [illegible]
ice
T.V. set

Listing descriptive words

Display a colorful pisture of a baby.

Ask: What words tell how the baby looks? (little, duddly, cute, beautiful, happy, etc.)

As the children suggest descriptive words, list them on 9" x 12" oaktag. Several oaktag cards may be stapled together lengthwise as future brainstorming elicits many words describing the appearance of things.

Ask: If you could touch him, how would he feel?
(soft, warm, wiggly, smooth)

On another day a picture of food may be used to stimulate words to describe: how things smell (fragrant, sweet, inviting)
how things taste (delectable, yummy, salty, delicious, peppery, strong etc.)

The picture of an orchestra or something else that produces sound will guide the children in a brainstorming session to suggest words which express different sounds. (soft, loud, squeaky, shrill, booming)

Many short sessions will produce additional words. Children should be encouraged to add words daily as they think of them.

Listing Descriptive Words

How Things Look

brilliant
pretty
beautiful
ugly
shiny
bright
dark
slender
dainty
pleasant
bulky
awkward
graceful
jagged
clear
curved
dim
round
clean
wrinkled
dirty
pointed
wet
cheerful
smooth
frosty
mysterious
filmy
rippling
foggy

How Things Feel

rough
fine
soft
hard
smooth
slippery
sticky
cold
hot
warm
damp
cool
brittle
weak
strong
cozy
spooky
delicate
limp
chewy
stiff
dry
prickly
scratchy
wet
stinging
sharp
dull

How Things Taste

sweet
bitter
tart
yummy
delicious
savory
bland
pleasant
stale
spicy
salty
peppery
sharp
mild
delectable
biting
unpleasant

How Things Smell

sweet
sour
bad
succulent
fresh
spicy
smoky
fragrant
strong
musty
appetizing

How Things Sound

loud
soft
echoing
crashing
whispering
delicate
restful
quiet
noisy
roaring
blasting
booming
thundering
bombing
ringing
clanging
bellowing
purring
rustling
rippling
murmuring
crackling
silent
dull
sharp
screeching
chirping
gurgling
shrieking

SIMILES

Lesson 1

Ask: Did you ever see a big turtle?

How big was it?

Accept varied responses.

Lead the children to conclude that the only way they can picture something with which they are not familiar is to compare it with something that they already know.

Say: I saw a big turtle in my garden. It was as big as a lunch box.

(Have the children show, with their hands how big the turtle was.)

Guide the children to tell how big the following things are: a silver dollar, John's eraser, a purse, a turtle in the museum that a child can sit on.

Continue by having children describe the sizes of their pets.

"My dog is as big as a ___________"

On other days use the same procedure to develop the following similes.

as little as

as good as

as bad as

Lesson 2

Ask: Did you ever see a baby go like a worm? Can you think of any other way to tell me how a baby goes? (like a rolling ball - like a train just starting up) Accept suggestions from the class.

Say: When you leave the building after school, you go like a __________

(galloping horse, stampede of elephants, screeching owl.)

Other similes may be developed from the following:

The old car went down the street like a ________.

A cement mixer goes like a ____________.

At a picnic, food goes like ___________.

In a high wind dry leaves go like ____________.

STUDY OF SENTENCES

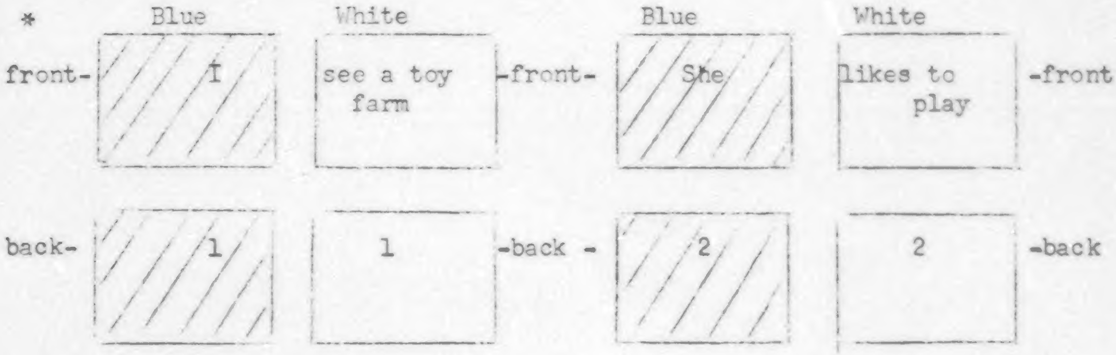
Lesson 1

Procedure: Using paper of two different colors, cut 2" x 9" strips of paper. On the blue strips print subjects of sentences. These will include nouns and pronouns. On the white strips of paper print verb phrases. (is white, likes milk.)

Have pupils work with a partner. Give each pair two or three sets of strips. Children put together a blue and a white strip to make a meaningful sentence. After reading the sentence, each pupil will copy it on writing paper. Have them complete the remaining sentences in the same way.

This lesson should be repeated many times, having the groups exchange strips. Each piece of a set (one blue strip and one white strip, making a meaningful sentence) should have the same number on the back. All sets should be identified by different numbers.* (If team #1 uses sets numbered 1 and 2 on the first day of the activity, they will use sets # 3 and 4 on the following day.) Each team should have the opportunity to work with every set.

*



SINGULAR

Blue strips	White strips
1. I	1. see a toy farm.
2. She	2. likes to play.
3. I	3. go to school.
4. Snow	4. is white.
5. The bird	5. is in the tree.
6. He	6. likes to play ball.
7. A truck	7. is very big.
8. Somebody	8. ran down the street.
9. The rooster	9. said "Cock-a-doodle do."
10. The turtle	10. sat on the rock.
11. The wind	11. is blowing.
12. A hat	12. is in the box.
13. A kitten	13. likes milk.
14. A rabbit	14. hops fast.
15. The baby	15. is in bed.
16. A frog	16. can jump.
17. The sun	17. is in the sky.
18. You	18. can see me.
19. It	19. is cold.
20. My mother	20. is pretty.
21. Someone	21. is calling you.
22. No one	22. is here.
23. She	23. ran down the street.
24. We	24. want to help Mother.
25. Father	25.is at work.
26. The Sun	26. is yellow.

SINGULAR

27. You	27. may go now.
28. Animals	28. can see.
29. Here	29. is something for you.
30. Winter	30. is here.
31. It	31. is a big ball.
32. You	32. can look down.
33. This	33. is fun.
34. Grandfather	34. came to see us.
35. I	35. want to ride.
36. The cow	36. is on a farm.
37. We	37. eat our dinner.
38. A puppy	38. is little.
39. The boy	39. has a toy
40. I	40. have a new hat.
41. I	41. can see you now.
42. I	42. like my mother.
43. We	43. like to eat cookies.
44. Apples	44. are red.
45. He	45. looked out of the window.
46. The boy	46. went into the house.
47. Father	47. can paint the house.
48. The duck	48. said "Quack quack."
49. The boy	49. went fishing.
50. The squirrel	50. hid nuts.

PLURALS

Blue Strips	White strips
51. The children	51. are happy.
52. Fathers	52. go to work.
53. We	53. live in a house.
54. Mothers	54. work at home.
55. Many children	55. were at the party.
56. Toys	56. are for children.
57. The boys	57. are running.
58. The birds	58. fly away.
59. They	59. are good children.
60. The ducks	60. are in the water.
61. The kittens	61. played with string.
62. Some cars	62. are black.
63. Airplanes	63. go fast.
64. Babies	64. sometimes cry.
65. Flowers	65. are pretty.
66. You boys	66. look happy.
67. We	67. like to sail boats.
68. Surprises	68. are fun.
69. Candles	69. can be little.
70. We	70. like turkey dinner.
71. Cowboys	71. ride horses.
72. Horses	72. are big.
73. Flowers	73. are in the garden.
75. We	74. got new chairs.

PLURALS

Blue Strips	White Strips
75. Some men	75. are here.
76. The children	76. went to a birthday party.
77. We	77. will surprise Father.
78. The kittens	78. ran to dinner.
79. Children	79. jumped and played.
80. Candles	80. were on the cake.
81. Birthdays	81. are fun for children.
82. Some pets	82. are little.
83. Dogs	83. can play with you.
84. We	84. went to a farm.
85. They	85. wanted ice-cream.
86. The birds	86. hop on the grass.
87. We	87. will make a wagon.
88. The hens	88. ate the corn.
89. We	89. want a rabbit.
90. Airplanes	90. go up high.
91. We	91. have a playhouse.
92. We	92. play cowboy.
93. Children	93. like to paint.
94. We	94. came to play with you.
95. Kites	95. were flying.
96. Goats	96. eat many things.
97. Balls	97. were in the box.
98. Fish	98. were in the water.

Lesson 2

Procedure: Cut 2" x9" blue and white strips. On the blue strips, print nouns (a tree, elephants) and pronouns (she, they). Leave an equal number of white strips blank.

Have pupils work with a partner. Give each pair two or three sets (equal number of blue and white strips). Partners read the noun or noun phrase on a blue strip and decide on an appropriate verb phrase to complete a sentence. Partner #1 writes it on the white strip. Teams continue in this manner, taking turns in writing the verb phrases. The completed sentences may be copied on writing paper.

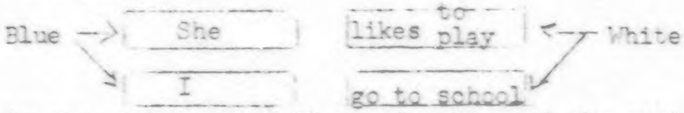
During the team activity, circulate to give help with spelling, to check the appropriateness of the verb phrase used, and to give encouragement by reading some of the orignial sentences.

After the teams have completed their sentence sets, have them exchange and read each other's sentences.

Lesson 3

Prerequisite: Understanding and use of sentence parts and familiarity with sentence structure.

Procedure: Place sample blue and white sentence parts (from lesson 1) in the pocket chart.



Help the children recall the function of the strips. Give partners two or three blank strips of blue and white paper. Direct them to plan original sentences together, thinking in terms of a good sentence beginning and an appropriate sentence ending. They will share the writing task and read together the completed sentences.

This lesson should be repeated many times.

EXPANDED SENTENCES

Lesson 1

Materials: large blue ball or some colorful object which can be dropped.

Procedure: When you have the attention of the class, cause the ball (or other object) to fall to the floor.

Elicit from someone a simple sentence telling what happened.

Write on the board.

The ball fell.

Comment that the sentence on the board doesn't really tell very much about what happened.

Ask: What could we add that would make the sentence tell more about what happened.

Display the paint brush.

Say a colored picture is more attractive than one drawn with pencil, isn't it? Can we paint a picture with words? Encourage the adding of a color word.

Write the resulting sentence on the board.

The blue ball fell.

Display the yardstick, the map, and the watch separately, suggesting that size, place and time add to the interest of a sentence.

Develop the sentence by adding one word or phrase at a time, and write each new form on the board. The following is a possible sentence expansion:

The ball fell.
The blue ball fell.
The big blue ball fell.
The big blue ball fell on the floor.
This morning the big blue ball fell on the floor.

Tell the children that all sentences would not answer both where and when.

Work with the children to produce another expanded sentence.

Perhaps:

John has a truck.

John has a green truck.

John has a little green truck.

John has a little green truck on his desk.

Homework - Follow-up after Lesson 1

Have the children bring to school colorful action pictures.

Provide suitable mounting material. Have pictures mounted.

Expanded Sentences

Lesson 2

Familiarize the children with the idea of "painting a picture with words".

Arrange groups of three pupils including a leader. Distribute mounted pictures. (homework) Direct the group members to work together to make a sentence telling what is happening in their picture.

When sentences are completed, collect the pictures and arrange them in the chalk tray. Have each leader tell his sentence to the class. Class members will identify the proper picture, if possible, and comment on the accuracy of the corresponding sentence.

The activity should be repeated often.

MAKING SENTENCES

Write on the board, and have read:

Little Jack Horner sat in a corner.

Ask:

Whom does the sentence tell about? (Little Jack Horner)

Which words tell where he sat? (in a corner)

On chart paper write:

Who?	Where?
Little Jack Horner	in a corner

Write on the board and have read:

The little clown in the baggy pants jumped through the hoop.

Ask:

Who jumped? (the little clown.)

Where did he jump? (through the hoop)

List "the little clown" and "through the hoop" in appropriate columns.

Say: Let's think about other phrases that tell who. Perhaps we will want to use them later in stories.

List, on chart paper, the children's suggestions under Who.

List children's suggestions that tell Where.

The charts might include some of the following phrases:

WHO?	WHERE?
Little Jack Horner	in a corner
The little clown	through the hoop
My father	in the car
The ugly troll	under the bridge
The shopkeeper	behind the counter
The baby sitter	at the door
The trash man	on the sidewalk
The fireman	up the ladder
The crying baby	in his carriage
My friend	next door

This chart should be kept in a prominent place and phrases added as the children suggest phrases. Pupils should be encouraged to use it in building sentences and short stories.

CHANGING SENTENCE ORDER

Lesson 1

On a long strip write a sentence similar to the following.

The little boy hid behind the door.

Have the sentence read. Suggest that sometimes a sentence may become more interesting if the order of the words or phrases is changed.

As each of the following questions is answered, cut that portion of the sentence away from the rest and place it in the pocket chart in a column.

Ask: Whom is the sentence about? (the little boy)
What did he do? (hid)
Where did he hide? (behind the curtain)

Ask: Could we start the sentence with the part which tells where?

Have the sentence arranged in the pocket chart in the following order.

Behind the curtain hid the little boy.

Write each sentence on the board after it is built by children.

Guide the children to develop a third sentence.

Behind the curtain the little boy hid.

Then ask to have the sentence parts put in the original order.

The little boy hid behind the curtain.

Have the three sentences read aloud. Discuss which form is preferred. This preference will depend on class selection. Mark that sentence with a star.

Continue activity as long as interest is high. The following sentences may be used.

Changing Sentence Order

1. The dog jumped into the hole.
2. The airplane zoomed across the sky.
3. The witch sailed on her broom.
4. We flew down the hill on our sleds.
5. The farm horse trotted down the street.

This activity may be repeated with similar sentences for class and group work.

The three parts of each sentence may be given the same number and clipped together. They may then be used as an independent activity.

Lesson 2

When Answering a Question

Write on the chalk board:

1. Who is here?
2. What made the noise?
3. What do you want?
4. When will he come?
5. Where is it?
6. How will he come?
7. Is it cold?

Have the class provide answers to the above questions in the form of complete sentences. Write acceptable answers beside each question.

1. Who is here?	John is here.
2. What made the noise?	Stones made the noise.
3. What do you want?	I want a book.
4. When will he come?	He will come at noon.
5. Where is it?	It is on the table.
6. How will he come?	He will come by car.
7. Is it cold?	Yes, it is cold.

Changing Sentence Order When Answering a Question
Lesson 3

Have the children, working in pairs, write the answers to the following or similar questions, using complete sentences. The questions may be duplicated or written on the board.

→ 1. Who will be with Tom?
2. What fell on the floor?
3. What will Joe make?
4. When is lunch?
5. Where is he going?
6. How will she look?
7. Is it raining?
8. Can Bill come too?

Creative Writing

Guided Dictation (two-day plan)

1. The whole class composes a short story which the teacher writes on the chalkboard. Usually the class composition is an outgrowth of something going on in the class.

ex. A whale is big.
He lives in the ocean.
His nose is on top of his head.
He spouts water.
Can you do that?

2. The teacher calls attention to each sentence. How does the first word in each sentence begin? (capital letter) What do you see at the end of each sentence? (note punctuation mark) Notice how whale is spelled. Close your eyes. Can you remember how the words look? A whale is big.

After each sentence has been studied in detail, the story is reread in unison.

3. The teacher quickly copies the story onto paper for her own use in dictation. She tells the children that she is going to erase the story, and they are going to write it as she tells it to them.

Before erasing the story, ask: Are there any words that I should leave on the board to help you? ex. whale, house, nose, ocean, spout. Then erase the story leaving only the difficult words indicated by the children.

4. The children are given paper. As the teacher dictates sentence by sentence, the children write the story. The teacher waits a reasonable length of time between sentences. If someone does not complete a sentence, they should leave a space and begin the next sentence as the teacher dictates. Papers are passed to the teacher.

Second Day: Proofreading

Proofreading should always be done on the following day when the material to be proofread is "cold".

1. The dictation papers are returned to the children.

2. The story is put back on the board, sentence by sentence. The children compare their papers with the board. The teacher asks such questions as: Did you begin your sentence with a capital letter? Check each word in the sentence. Did you leave out a word? Did you spell the words correctly? What do you have at the end of the sentence?

The children make corrections with colored crayon by circling errors as they are noted. An alternate procedure would be to ask children to erase the error and correct it.

SENTENCE STARTERS (stimulus)

1. I wonder why . . .
2. The astronaut put . . .
3. A fairy came . . .
4. I wish I . . .
5. Two alligators were . . .
6. In winter I like to . . . (substitute current season)
7. A bear ran . . .
8. A little rabbit was hiding . . .
9. I peeked through . . .
10. Michael dug . . .
11. Make believe you are . . .
12. A bright light flashed . . .
13. Mother elephant thought . . .
14. The circus was . . .
15. The lost kitten looked . . .
16. The Green Giant wanted. . .
17. A little mouse hid . . .
18. The rocket landed . . .
19. The best time of year is . . .
20. The magician pulled . . .
21. A secret is . . .
22. A dog likes . . .
23. The box was so . . .
24. Planes flew . . .
25. The toy monkey was . . .

Creative Writing

1. Writing to music

Obtain the record Carnival of Animals - Saint Saens

Direct the children to close their eyes and let pictures appear in their minds as they listen to the record.

Have them note:
- their feelings, (calm, excited, etc.
- colors that they imagine
- people or animals imagined
- what kind of movement or activity

Play two sections of the record the first day, one at a time. Stop after each section to have the children discuss their reactions to the music.

After discussion, suggest that the children write about what they saw and felt as they listened to the music. Circulate to give help as needed.

On the following days complete the playing of the record following procedure similar to that of the first day.

Additional titles of selections suggested by Frank Cagliuso for first and second grades:

Bolero - Revelle

Peer Gynt Suite

Nutcracker Suite

William Tell Ovature - Rossini

Flight of the Bumblebee - Rimski Korsakov

American in Paris - Gershwin

Grand Canyon Suite - Grofe

Anvil Chorus - Verdi

Danse Macabre - Saint Saens

Sorcerers Apprentice - Dukas

2. Descriptive Writing

Display pictures of places where young children like to go:

A circus
A carnival
A Zoo
A Playground
An Amusement Park
The Beach
The Woods

Have the children identify the pictures. Then direct them to choose one picture to observe more carefully.

Have one pupil describe his picture. Point out that he should tell about what the picture shows so well that everyone will be able to recognize it. Allow the class to discuss the accuracy of the description given, adding anything which was left out.

Have the children write individual (or group) stories, describing one of the pictures.

3. Humor

Read to the class AND TO THINK THAT I SAW IT ON MULBERRY STREET by Theodore Suess Geisel.

Have the class discuss why the story is funny.

On the chalk board write:

And to think It Happened on Main Street. (Substitute a familiar street name depending on your location.)

Suggest that the children think of things that would be very funny if they were seen going up Main Street. Have them imagine how these things would look.

4. Color Stories

Read to the children, RED IS NEVER A MOUSE by Eth Clifford.

If possible, complete the book during the first reading. It tells, in verse, what each color is. Then, in a separate segment, it tells that each color "is never, no, never, a _____"

Reread the book, telling about a single color on each succeeding day. After reading, write on the chalk board:

Red is _______________. (Blue) (White) is, etc.

The children may complete their stories with words or picture writing.

5. Familiar Things

Make the children aware that almost anything they think about, or talk about, is a subject for a story. Point out that the interest in their story is the way the writer feels and the way he tells about it.

Suggestions for stories about familiar things may be listed on chart paper and displayed.

Such a list might include:

- Raking Leaves
- A Haircut
- Old Shoes
- A New Toy
- A Telephone Call
- Staying in Bed
- Street Noises
- My Lost Cap
- The Policeman
- The House Next Door
- Painting the Fence
- Roast Beef
- Slippers
- A Pencil

6. Writing About Pets or Animals

Display a picture of a dog or cat. Ask the children to pretend that they are the animal in the picture.

Ask: How do you feel?
What happened to make you feel as you do?
What will you do next?

If the children become involved with the pet, future stories may follow:

My Family
My Best Day
My Home
The Day I Didn't Go Home
The Dog Next Door

7. Space

After rockets have been introduced in the Science program, have the children pretend that they are astronauts. Appropriate titles for stories might be:

How I Felt in the Capsule
Blast Off
I Looked Out at the Earth
Space Was Very Busy
Short Days and Nights

8. Writing Dialogue or Conversation

Suggest that midnight is a magic hour when pets and toys can talk. Direct the children to pretend that they awaken and hear two favorite toys talking to each other.

Suggest topics for conversation:

What they wish they could do.
What they think of you.
What they did that day.
What they think of each other.

9. History of an object.

Display a coin. Suggest that the children write its story. Motivating questions might include: Do you think this (penny-quarter) has a story to tell? Do you suppose it has been many places? Has it been handled by many people? Did it ever save someone's life? Did it make someone very happy? How? Is it

Is it worth enough to completely pay for many things?

Other objects that might be used:

- a well-used book
- a dog collar
- a belt
- a screw
- an old rag doll
- a house key
- a wind-up-toy key

10. Holiday

Read the poem Thanksgiving Prayer, by Helen Ramsey:

I'm thankful for the food I eat.
I'm thankful for my clothes so neat.
I'm thankful for my school and play.
I'm thankful to be here today.

Have the children name the things the author of the poem is thankful for. Suggest that each child is thankful for many more things.

Write on the board:

I am thankful for ________

Have the children use the incomplete sentence to start original stories telling about the things for which they are thankful.

11. Rhyming couplets

Ask: Did you ever see a mouse
Dusting in a house?

Did you ever see a cake
Swimming in a lake?

Discuss rhyming words, having the children suggest several pairs of rhyming words which could be used in nonsense rhymes.

Write on the chalk board:

Did you ever see ____________?

Have the children write nonsense rhymes. Proofread each child's work with him. Then give him a duplicating master. Remove carbon. Have him copy his rhyme, illustrate and sign it. Using duplicating carbon, trace over each child's work. Duplicate copies for the children in the class.

Provide cover paper to be illustrated and given an original title. The children will enjoy having and reading a booklet containing the work of the entire class.

Other beginning phrases which may be used are:

Did you ever hear ____?
Did you ever smell ____?
Did you ever touch ____?
Did you ever taste ____?
Did you ever tell ____?
Did you ever know ____?

12. Picture stimulus

Display a picture that tells a story.

Have the children describe orally the action or situation.

Ask applicable questions, such as:

What had happened to the character before the time of the picture?

How did he get into this situation?

What will he do about it?

How will the story end?

Have group or individual stories written.

13. Writing an ending to a story.

Read part of a short story to the class. Stop where the solution to a difficult situation needs to be found. Have the children discuss what has to be solved, and write group or individual endings for the story.

After the children's story endings have been read, finish reading the original story to the class.

The following books may be used for this activity:

GOODNESS MRS. GOOSE! - Miriam Clark Pottor, Lippincott Co., N.Y. 196?

THE BIG JUMP AND OTHER STORIES - Benjamin Elkin, Random House, 1958

THE GROWING STORY- Ruth Kraus, Harper Bros., N.Y., 1961

THE LITTLEST RABBIT- Robert Kraus, Harper Bros., N.Y. 1961

LITTLE BEAR'S PANCAKE PARTY- Janice, Lothrop, Lee & Shepard Co., Inc., N.Y. 1960

14. Writing Alternate Endings

Stories in the basic or supplementary readers may suggest the possiblity of an alternate ending. Have the children write a different ending.

ELABORATIVE THINKING EXERCISES

GRADE 2

BRAINSTORMING

Time Magazine February 18, 1957

"The originator of the brainstorm, Alex F. Osborn, defines it as a method in which groups of people use their brains to storm a creative problem and do so in Commando fashion, with each stormer audaciously attacking the same objective.

A problem is presented and everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thoughtless enough to say "It won't work", he is sternly reminded that such remarks are taboo by the chief brainstormer, who clangs a school-marm's bell at him. Anyone is free to hitchhike on an idea, pick it up and improve on it.

Creative Education Foundation, 1614 Rand Bldg., Buffalo 3, N.Y.

Motto of Foundation - Quotation from Albert Einstein

"Imagination is more important than knowledge."

ELABORATIVE THINKING EXERCISES

Definition

Elaborative thinking means that type of mental activity which requires the reader to go beyond the ideas on the printed page and, by a spontaneous flow of his own thoughts and ideas, give many solutions to a problem related to the selection read.

Purpose of the exercises

The purpose of these exercises is to increase the child's ability to do elaborative thinking. This ability will help to increase the flow of ideas in creative writing and in discussion groups in other subject areas.

Directions:

There is a set of cards for each grade level. It is suggested that these lessons be used weekly. The cards are self-administering and self-correcting. However the teacher should circulate from group to group giving encouragement and help if needed.

There are 25 cards for each grade level. The essential task is to read the story on the first side of the card, then think of and record many answers to the question given, by drawing upon experience and imagination.

Group children in teams of three. The same three-man teams should work together. Intelligence and reading ability are not factors in grouping. More responses or responses of a more creative nature will result when members of the team are varied in ability and experience.

Each group chooses one secretary, who is the scribe for the group. First, the secretary writes the three names at the top of the paper. Next, the secretary reads the story to the group, helps think of answers, and writes down all the answers given by the members of the group.

The children are given approximately seven to ten minutes to read the story and list as many ideas as they can think of. Pupils may run out of ideas or lose interest if given a longer period of time. At the conclusion of the period, have the pupils stop writing and check their answers against those on the other side of the card. The children gain more ideas and have more fun when they can check their answers immediately after writing.

Pupils should understand that any given answer is neither correct nor incorrect. The number of answers which may be correct is limited only by the reader's experiences or imagination. Pupils may score one point for each answer they have given that is also recorded on the back of the card. Further, they may score two points for each answer that is not on the back of the card. Add the total points to get the final score. If a thought is expressed in slightly different words than listed, it still counts one point.

The stories are not graded in difficulty and follow no special sequence, so pupils may take any card in any order. One team may work on Card 10 while another is working on Card 17, and a third on Card 25. Upon completing a card, the teacher keeps a record of the number of that card, or checks it off on a record sheet. The cards may also be used singly, in pairs, or in larger teams, but three is the recommended number. Teams should be congenial, cooperative, and quiet. Neatness should be encouraged.

At the end of a work period, the teacher should collect and examine the papers. Since an unlimited number of responses may be correct, it is most important that the teacher check on the quality of responses to the elaborative thinking questions. If the teacher feels that the quality of answers has slipped below a worthwhile level, she might discuss this with the children. The main purpose of the exercises, however, is to encourage a large number of responses, flowing spontaneously.

ELABORATIVE THINKING

EXERCISE #1

Johnny started to dig a hole in his back yard. He was going to dig all the way through the earth. Each time his shovel turned up something new, he put it in a box. He never did get through the earth, but he did have many different things in his box.

What might he have found?

ELABORATIVE THINKING

EXERCISE #2

The Brown family came home from camp. As they walked through the house, they saw that many things were missing. When they found the bedroom window open, they knew that only things which would go through a window had been taken.

What things might have been taken from the Brown's house?

EXERCISE 1

1. bone
2. arrowhead
3. skeleton
4. rusty nail
5. old coin
6. pretty rocks
7. wood
8. glass
9. bottle
10. foil
11. worms
12. ants
13. bees
14. leaves
15. ring
16. glasses
17. cannon ball
18. metal box
19. pirate hat
20. seeds
21. old shoe
22. rope
23. picture
24. broken pitcher
25. Indian pottery
26. dinosaur eggs
27. petrified wood
28. watch
29. hair ribbon
30. dirt
31. pencil
32. bottle
33. tin car
34. sun glasses
35. paint brushes
36. old book
37. centipede

EXERCISE 2

1. TV set
2. radio
3. rings
4. watches
5. bracelets
6. necklaces
7. furcoats
8. silverware
9. paintings
10. lamps
11. blankets
12. record player
13. sofa
14. money
15. books
16. dishes
17. scatter rugs
18. pillows
19. candlesticks
20. tea kettle
21. ash tray
22. fireplace set
23. vases
24. toys
25. records
26. small bookcase
27. tools
28. mixer
29. sauce pans
30. electric knife
31. wastepaper basket
32. vacuum cleaner
33. electric broom
34. portable sewing machine

ELABORATIVE THINKING

EXERCISE #3

Nancy was in the hospital. She had many friends who wanted to do something to make her happy. Each of the boys and girls in the class decided to give her something. They made a list so that no one would send the same thing.

What did they put on the list?

ELABORATIVE THINKING

EXERCISE #4

It is gym day at school. Jerry must take his sneakers. He has looked everywhere in the house but he cannot find them.

Where did Jimmy look?

EXERCISE 3

1. doll
2. coloring book
3. riddle book
4. joke book
5. small flashlight
6. sewing kit
7. paper dolls
8. colored pencils
9. crayons
10. scissors
11. jewelry set
12. weaving set
13. puzzle
14. silly putty
15. scotch tape
16. record
17. crossword puzzle
18. candy
19. child's magazine
20. chewing gum
21. pocket book
22. felt pens
23. troll
24. TV magazine
25. Monkey (singers) pictures
26. comb
27. hair ribbon
28. stuffed toy
29. get well card
30. fruit
31. colored paper
32. ball point pen
33. writing paper
34. handkerchief
35. drawing pad
36. charcoal pencils

EXERCISE 4

1. under the bed
2. in the closet
3. behind the T.V.
4. under the sofa
5. in a drawer
6. in the dogs bed
7. in the clothes hamper
8. in the washer
9. in the cellar
10. in a cabinet
11. in the waste basket
12. on top of the refrigerator
13. in the toy box
14. in brother's room
15. in the barn
16. in the garage
17. in the garbage
18. in the trash
19. on the proch
20. behind the stove

ELABORATIVE THINKING

EXERCISE #5

Sandy's cousin was coming to visit. Mother said, "Make your own plans for what you will do."

What did Sandy plan?

ELABORATIVE THINKING

EXERCISE #6

Freddie was in bed early. The shades were down to make the room dark but he could not go to sleep. He could not stop listening to the sounds he heard through the open window.

What did Freddie hear?

EXERCISE 5

1. go to the zoo
2. go to the science museum
3. go to the movies
4. play in a tree house
5. have a picnic
6. have a party
7. go swimming
8. play baseball
9. play jumprope
10. sleep outdoors
11. camp out
12. ride bikes
13. play school
14. go to the beach
15. go for a boat ride

EXERCISE 6

1. birds
2. children playing
3. car horns
4. crickets
5. frogs
6. peoples voices
7. whistles
8. car doors
9. dog barking
10. cats howling
11. wind blowing
12, rain
13. T V
14. radio
15. record player
16. fire crackers
17. town clock
18. fire engines
19. police cars
20. lawn sprinklers
21. lawn mowers
22. car motors
23. cows
24. airplane
25. footsteps
26. door bells
27. church bells
28. telephone ringing

ELABORATIVE THINKING

EXERCISE #7

In the afternoon Mary Ann and Brian often waited on the corner for their father to come home. They made a game of counting how many different kinds of trucks they could see.

What are some the trucks that they might have seen on Main Street?

ELABORATIVE THINKING

EXERCISE #8

Valerie and Joe had the chicken pox. Joe was very cross, but he did not feel sick. His mother said that he could not go out of the yard and play with other boys and girls.

"Just two people can't have any fun," he grumbled.

"Oh, yes, they can," said his mother. "There are many things that two people can play."

What can Valerie and Joe do to have fun?

EXERCISE 7

1. dump truck
2. garbage truck
3. cement mixer
4. U-Haul
5. mail truck
6. tank truck
7. milk truck
8. fire truck
9. lumber truck
10. laundry truck
11. diaper truck
12. cleaners truck
13. T.V. repair truck
14. Telephone truck
15. moving van
16. ice cream truck
17. 10-ton truck
18. tow truck
19. Army truck
20. paddy wagon

EXERCISE 8

1. play checkers
2. play house
3. play catch
4. play school
5. puzzles
6. blocks
7. tinker toys
8. Lincoln toys
9. build models
10. paint
11. play soldiers
12. play cowboys and Indians
13. play cards
14. play Monopoly
15. play Scrabble
16. play marbles
17. swing
18. blow bubbles
19. make mud pies
20. play in the sand pile
21. make a castle from blankets
22. watch T.V.

ELABORATIVE THINKING

EXERCISE #9

Peter and Bud were lying in the tall grass, looking up at the fluffy white clouds.

Peter said, "Look at that cloud. It looks just like a lion!"

Bud said, "I can see as many animals as we saw at the zoo last week."

What animals did the boys see?

ELABORATIVE THINKING

EXERCISE #10

Brad rushed into the house. "Mother, Mother," he called. "Lynnfield is going to have a birthday and there will be a parade. The Cubscouts are going to march in their uniforms. May I go with my den? Everyone who wears a uniform will be in the parade."

Brad's sister, Kathy, said, "And I shall go in my clown uniform."

"Silly, that is not a uniform. That is only a costume."

"Who will be in the parade? Who does wear a uniform?" asked Kathy.

What did Brad answer?

EXERCISE 9

1. giraffes
2. tigers
3. elephants
4. snakes
5. bears
6. hippopotamus
7. zebras
8. monkeys
9. deer
10. antelope
11. camel
12. seal
13. mountain lion
14. porpoise
15. crocodile
16. alligator
17. kangaroo
18. polar bear
19. ant eater
20. gorilla
21. rhinoceros
22. lion
23. cheetah
24. fox
25. wolf
26. beaver

EXERCISE 10

1. Policemen
2. Cub Scouts
3. Brownies
4. Girl Scouts
5. Boy Scouts
6. Cadet Scouts
7. Senior Scouts
8. Rainbow Girls
9. Bluebirds
10. Campfire Girls
11. 4 H Club
12. Firemen
13. Soldiers
14. Sailors
15. Marines
16. Air Force
17. Coast Guard
18. Army Nurse
19. Navy Nurse
20. Public Health Nurse
21. Red Cross
22. American Legion
23. Veterans of Foreign Wars
24. Masons
25. Knights of Columbus
26. School Band
27. Drum and Bugle Corps
28. Majorette
29. Eastern Star

ELABORATIVE THINKING

EXERCISE #11

Daddy said that the twins, Bobby and Betsy, could have a little house in the backyard to keep the things which they used only outdoors. He said that he would build the house if they had enough things to keep in it.

What things did the twins have to put in the little house?

EXERCISE #12

The Mitchell family returned to Massachusetts, on Earth after five years in Space. The first day they visited Grandma on the farm. In the afternoon they walked in the woods. On the second day they drove to Boston to shop in the stores.

That night Mrs. Miller said, "Even if I had not seen a calendar, I would know that it is autumn, my favorite time of year."

"How would you know?" asked the children.

"From what we have seen," answered Mother.

What had they seen to show that it was autumn in Massachusetts?

EXERCISE 11

1. cart
2. bicycle
3. wagon
4. croquet set
5. badminton set
6. toy airplane
7. bats and balls
8. miniature golf set
9. frisbees
10. garden tools
11. toy lawn mowers
12. doll carriage
13. toy fire trucks
14. toy automobiles
15. tricycles
16. swings
17. old clothes
18. furniture (childrens)

EXERCISE 12

1. colored leaves
2. pumpkins
3. corn stalks
4. winter clothes in store windows
5. birds flying south
6. frost
7. cranberries
8. advertisements for Hallowe'en and Thanksgiving
9. boats in dry dock
10. summer houses closed
11. leaves falling
12. bare trees
13. children going to school with new things
14. burning leaves
15. goldenrod
16. cider for sale
17. apples for sale
18. people wearing fall clothing

ELABORATIVE THINKING

EXERCISE #13

"I want to travel all over America," said Ted.
"I want to take a ride on many different things all over the country.

What could Ted ride on?

EXERCISE #14

For weeks Todd and Tim had planned to go to the carnival. The day of the carnival came, but Todd was sick in bed.

Tim said, "I wish you could go, but I know that you can't. When I get home, I will tell you everything that I saw and did."

What did Tim tell Todd about the carnival?

EXERCISE 13

1. train
2. burro
3. horse
4. donkey
5. car
6. plane
7. helicopter
8. motor boat
9. motor cycle
10. bus
11. subway
12. monorail
13. horse and carriage
14. wagon
15. sail boat
16. steam boat
17. trailer truck
18. chair lift
19. cable car
20. trolley car
21. sled
22. skate board
23. bicycle

EXERCISE 14

1. ate cotton candy
2. rode the merry-go-round
3. rode the ferris wheel
4. saw a clown
5. rode little cars
6. threw darts
7. rode the rock and roll
8. listened to the band
9. pony ride
10. ate popcorn
11. bought a balloon
12. ate hot dogs
13. drank tonic
14. ate lobster rolls
15. ate candied apples
16. saw a sideshow
17. watched trapeze artists
18. watched ponies
19. rode the rockets
20. rode the airplanes
21. bought Todd a present

ELABORATIVE THINKING

EXERCISE #15

Danny came home after his first day in the second grade.

"Mother," he said, "I don't think I am going to like school as much as I did last year. Reading is fun, but I just can't work with Jonathan. I hope I don't have him as a partner all the time."

His mother asked, "If you can't work well with Jonathan, what kind of person does make a good partner?"

What did Danny tell her?

EXERCISE #16

Donald's family had just moved into a new house. Donald's toys were not unpacked, and he couldn't find anything to do while his mother was busy getting settled.

Finally Mother said, "Here, Donald, can you get this empty packing box out of the way?"

"Yes, mother. May I take it to the kitchen and play with it?" asked Donald.

"Of course," Mother answered, "but, tell me, what can you do with a big cardboard box?"

"Lots of things," said Donald, " I can ____________."

How will Donald use a big cardboard box?

EXERCISE 15

1. doesn't fool around
2. pays attention
3. knows answers
4. doesn't work too slowly
5. doesn't work too quickly
6. doesn't argue
7. takes turns
8. works quietly
9. reads the directions
10. likes me
11. doesn't take my things
12. is clean
13. good writer
14. doesn't waste time
15. neat
16. on time
17. has his own pencil and eraser
18. willing to share

EXERCISE 16

1. make a playhouse
2. make a space ship
3. make a puppet show
4. make a store
5. make a movie
6. make a bridge
7. make a factory
8. make a cage
9. make a dog house
10. take a nap
11. jump on and off
12. hide in it
13. kick it
14. use it like a drum
15. pretend it's a boat
16. smash it
17. put on head and walk around
18. make a robot
19. paint a face on it
20. make a cat house
21. pretend it's a car
22. drag it around outside

ELABORATIVE THINKING

EXERCISE 17

The Cub Scouts have made large presents for their mothers for Mother's Day. Mother always meets David at the door when he comes home.

How can David keep his Mother from knowing about the gift?

EXERCISE #18

Mr. Holden came home one night to find his two sons yelling at a little boy in the next yard.

"Fraidy Cat, Fraidy Cat. You are a scaredy cat!"

"Wait a minute! What is this all about?" he asked the boys.

"He is the new boy who is going to live over there, and he cried when Paleface barked and jumped on him. I'll bet he's afraid of everything!" said Jack. "And I'm not afraid of anything!"

"Oh, I hope that's not true," said Mr. Holden. "There are things that you should be afraid of. Then you will be careful."

What are some things that the boys should be afraid of?

EXERCISE 17

1. hide it under the porch
2. hide it in the dog house
3. leave it at a friend's house
4. take it to school
5. wait until mother isn't home
6. put it in the car
7. mail it
8. wrap it in a newspaper
9. leave it with a neighbor
10. leave it with the scout master
11. hide it in the barn
12. ring the front door bell and then go in the back door
13. hide it in the garage
14. hide it in the bushes
15. take it apart and carry it home in small pieces

EXERCISE 18

1. strange dogs
2. fire
3. taking rides
4. hitchhikers
5. traffic
6. eating berries you don't know
7. going into empty houses
8. going into caves
9. swimming alone
10. riding double on bicycles
11. strangers
12. stepping on broken glass
13. hiking alone
14. climbing too high in a tree
15. guns
16. wild animals
17. skiing alone
18. hanging electric wires
19. playing in the street
20. playing with knives
21. playing with matches
22. putting plastic bags over your heads
23. old refrigerators
24. disobeying Mother and Father

ELABORATIVE THINKING

EXERCISE 19

The custodian gave a last push
With his great big broom
Looked around happily and said,
"What a nice second grade room."
He took the key out of the lock
And one little chair said to the others,
"Let's have a talk!"

If second grade chairs could talk to each other, what would they say?

EXERCISE #20

"For years I've sat on this floor.
I'm the rug inside the kitchen door.
I have felt a lot.
I love this little spot."

What are some of the things the little rug had felt?

EXERCISE 19

1. I wish that big kid wouldn't sit on me
2. I don't like to be banged
3. Don't write on me
4. I'm out of line again
5. All the dumb kids sit on me
6. I'm too low for the teacher
7. Somebody put gum under me
8. I'm dusty
9. I have one short leg
10. I need to be washed
11. My leg is loose
12. I squeak
13. I'm tired of being sat on
14. My legs are tired
15. What subject do you like best?
16. I'll be glad when vacation comes
17. I was stood on today
18. My back is broken
19. Sometimes I'm dragged; sometimes I'm carried
20. I like clean feet
21. I was a make-believe horse today
22. Which reading group are you in?
23. I want a desk my own size
24. Children shouldn't jump on chairs

EXERCISE 20

1. muddy shoes
2. wet dogs
3. old boots
4. spilled milk
5. brooms
6. kitten's paws
7. water
8. snow
9. ice
10. toys
11. bundles
12. heels
13. stamping
14. scraping
15. shaking
16. grocery bags
17. dragging
18. slipping sliding
19. jumping
20 wheels
21. cold - hot
22. hopping

ELABORATIVE THINKING

EXERCISE 21

Jimmy heard the front door slam behind him. The sky was filled with bright stars. Jimmy was wearing pajamas. He tried the door and found it locked. He started to ring the bell but remembered that his mother was ill and should not be disturbed.

What did he do?

EXERCISE #22

Timmy's father was an Air Force pilot. He had promised to come to school and talk to the children. Toby suggested that it would be fun to decorate the room with pictures of all kinds of things that fly.

What pictures did the children bring to school?

EXERCISE 21

1. go to a neighbor
2. sleep in the car
3. sleep in the yard
4. try windows
5. try back door
6. try basement window
7. get a ladder
8. call his father
9. sit on doorstep
10. wait for father
11. stay on porch
12. pick the lock
13. sleep under a tree
14. waken Mother anyway
15. cry
16. call for someone to let him in
17. climb a tree

EXERCISE 22

1. helicopter
2. kite
3. parachutes
4. birds
5. gliders
6. blimps
7. rockets
8. planes
9. balloons
10. butterflies
11. insects
12. fireflies
13. jets
14. zepplin
15. flying fish
16. time
17. model airplane
18. frisby
19. paper darts
20. boomerang

ELABORATIVE THINKING

EXERCISE #23

Wendy and Paul are staying in a cabin at the lake. They have just had a ride in a speed boat.

What did they see on their speed boat ride?

EXERCISE #24

Tommy was watching the moving men unload the truck and carry the things into the house next door. He stood until the last thing had been taken into the house.

He ran into his house calling, "Mother, mother! I think the people next door have children my age!"

How did Tommy know?

EXERCISE 23

1. water skiers
2. people swimming
3. an island
4. canoes
5. docks
6. people fishing
7. cabins
8. fires - smoke
9. trees
10. water lilies
11. row boats
12. wood floating
13. sail boats
14. fish
15. turtles
16. snakes
17. flags
18. clouds
19. tents
20. grass
21. outdoor furniture
22. trees
23. rocks
24. birds
25. insects
26. sunken boat
27. waves
28. shadows
29. other speed boats

EXERCISE 24

1. bicycles
2. bats and balls
3. youth bed
4. bunk bed
5. playhouse
6. swing set
7. slides
8. doll carriage
9. wading pool
10. sleds
11. skiis
12. monkey bars
13. dolls
14. hula hoops
15. roller skates

ELABORATIVE THINKING

EXERCISE #25

Betsy was on her way to Patty's birthday party. She was wearing her best dress and carrying her gift for which she had spent her last penny. She did something her mother had told her never to do. She leaned over the bridge to watch the water flowing underneath. She dropped the gift.

What did she do then?

EXERCISE #26

Philip was going to Alphabet Town. He knew that he had to pack a suitcase if he went away from home. He thought that he should pack something that began with each letter of the alphabet so that all the letters would feel happy. So that is what he did.

What did Philip put in his suitcase?

EXERCISE 25

1. went to the party without a gift
2. fished it out of the water
3. went home
4. bought a gift later
5. gave her own bracelet
6. picked wild flowers
7. told someone what happened
8. asked someone to help her
9. cried
10. went to the store and charged a gift
11. found a present
12. told a policeman
13. jumped in the water
14. found a dollar by the road
15. a dog brought it back and she went to the party

EXERCISE 26

1. ascot, apple
2. buttons, bathrobe, belt
3. clothes, candy, cap, cushion
4. dressing gown, desk
5. eggs, eagle
6. fan, funny books, football
7. gun, gum, glue
8. hat
9. ice cream, icicle
10. jam, jelly, jacks
11. kite, knife
12. lamp, letter, light, lizard, long underwear
13. money, mothballs
14. needle, net, nothing
15. Ovaltine, oranges, olives
16. peanuts, pillow, purse, present, pants
17. quarter
18. rat, razor, Right Guard
19. shoes, stockings, shirts, sweaters, socks
20. tacks, tightrope, toga, tape
21. umbrella
22. vase
23. watch
24. x-ray
25. yardstick, yarn
26. zebra, zinc

Gr.2

The Drum

Introduction:

Ask: What is one of the most important instruments in a band? When "drum" is suggested, ask: What kind of sound does it make? Tell me by using your voice. Accept suggestions offered as children attempt to describe sound, or attempt to duplicate sound with their voices. Do not accept rapping, knocking or tapping. Then say: I am going to read a poem named "The Drum." Listen for the many different sounds which the poet uses to make you hear the drum and try to imagine that you are hearing them.

The drum's a very quiet fellow
When he's left alone;
But oh, how he does roar and bellow,
Rattle, snap and groan,
Clatter, spatter, dash and patter,
Rumble, shriek and moan
When'er I take my sticks in hand
And beat him soundly for the band.

After reading the poem, have the children recall as many of the drum sounds as possible. Help may be given by supplying initial sound element or by naming a word which rhymes with a forgotten word.

Reread the poem and have them supply the rhyming words for lines 3 and 4,6,and 8.

Have the children say the poem with you, using their voices to illustrate the sounds described by each sound word.

Gr. 2

The Best Game the Fairies Play

Introduction:

Ask: Did you ever wish you could visit the fairies? Have you wondered where you might find them, or what they would be doing? Do they work all the time, or do they play? Listen to this poem for some of the answers.

The best game the fairies play,
The best game of all,
Is sliding down steeples-
(You know they're very tall).
You fly to the weathercock,
And when you hear it crow
You fold your wings and clutch your things
And then let go!

They have a million other games -
(loud-catching's one,)
And mud-mixing after rain
Is heaps and heaps of fun;
But when you go and stay with them
Never mind the rest,
Take my advice - they're very nice,
But steeple-sliding's best! Rose Fyleman

Questions about poem:

Ask: 1. What game, of all those that the fairies play, is the most fun? (sliding down steeples)

2. What other games does the poem tell about?(cloud-catching mud-mixing)

If no one can answer the following question, reread the poem. Asking the children to raise their hands when they hear the five things necessary before the steeple-sliding game can begin.

3. Think about steeple-sliding again; what do fairies do before they start? (1. fly to the weathercock. 2.wait for it to crow 3. fold wings 4. clutch things 5. let go.)

List on the board the items as they are dictated by the children. If they are not in correct sequence, reread that part of the poem. Have items numbered to show correct sequence.

Explain that the weather cock is a weathervane, having a rooster on the side opposite the arrow. Discuss what other figures are used as weathervanes, the purpose of the vane (to point to the direction from which the wind is coming) and where one can be seen (churches and public buildings having steeples or cupulos, country houses and farm buildings)

4. What other things do fairies do that this poem does not tell?

The Animal Store

Introduction:

Ask: Did you ever wish that, just once, you could buy anything you wanted? What store would be your favorite?

After a few suggestions, say: Listen to this poem about someone who had certain ideas about where he would go and what he would do.

If I had a hundred dollars to spend,
  Or maybe a little more
I'd hurry as fast as my legs would go
  Straight to the animal store.

I wouldn't say, "How much for this or that?"
  "What kind of a dog is he?"
I'd buy as many as rolled an eye,
  Or wagged a tail at me!

I'd take the hound with the drooping ears
  That sits by himself alone,
Cockers and Cairns and wobbly pups
  For to be my very own.

I might buy a parrot all red and green
  And the monkey I saw before,
If I had a hundred dollars to spend,
  Or maybe a little more.

Rachel Field

Questions about poem:

Ask: 1. If you were a puppy in the animal store, what would you

you do to have the child want to take you home? (roll an eye - wag your tail)

2. What other animals might he have chosen? (parrot - monkey)

Small group discussion:

Divide the children into groups of five. Appoint a leader. For a short period of time (10-12 min.) have the groups discuss what each child would buy if he had -

1. a hundred cents to spend.
2. a hundred dollars to spend.

Following the small group discussion, each leader will report to the class giving the decisions reached by his group but stating only those things not already reported by another group leader.

Whale

Introduction

Ask: Do you think you would like to be a whale?

Listen and try to think how your body might feel and what you would do with it, if you were a whale.

Wouldn't you like to be a whale
And sail serenely by-
An eighty-foot whale from your tip to your tail
And a tiny briny eye?
Wouldn't you like to wallow
Where nobody says "Come out!"?
Wouldn't you love to swallow
And blow all the brine about?
Wouldn't you like to be always clean
But never have to wash, I mean
And wouldn't you love to spout-
O yes, just think
A feather of spray as you sail away,
And rise and sink and rise and sink,
And blow all the brine about

Geoffrey Deamer

1. What would you do with your body if you were a whale? (wallow - rise and sink)
2. Which of the things you heard about the whale would be most important to you? (to be big - to have no one say "Come out" never have to wash - to spout)

Reread the poem having the children supply the rhyming words in lines 3 and 4, 7 and 8.

Second day:

Provide each child with a copy of the poem and following the study guide, read the poem in unison. Then ask the children to use their study guides and circle the correct answer, referring to the poem whenever necessary.

The pupil's copy of the poem may be stapled to one side of a folded 12 x 18 manila drawing paper and illustrated.

Gr. 2

Study Guide for the Whale

Read the questions below very carefully.

Draw a ring around the correct answer.

1. How long was the whale?

   eighteen feet eighty feet eight feet

2. Who says "Come Out!"?

   nobody everybody somebody

3. What does a whale do with brine?

   drink and blow smell and blow swallow and blow

4. When does a whale have to wash?

   often never seldom

5. What does a whale like to do?

   pout trout spout

6. When would a whale make a feather of spray?

   going toward something standing still while going away

7. When a whale sails by he ____________________.

swims on top of the water rises and sinks swims under the water

Do you think it would be fun to be a whale? Give 3 reasons not given in the poem.

1. ____.
2. ____.
3. ____.

1. eighty feet
2. nobody
3. swallow and blow
4. never
5. spout
6. while going away
7. rises and sinks

Gr. 2

Vespers

Introduction:

Speaking softly say: There is a special time at the end of the day, in the early evening which is a quiet time. There is a special word for this time - vespers. Shut your eyes and try to picture how this little boy looks and what he is thinking about as he speaks in a soft, sleepy voice.

Vespers

Little Boy kneels at the foot of the bed
Droops on the little hands little gold head.
Hush! Hush! Whisper who dares!
Christopher Robin is saying his prayers.

God bless Mummy, I know that's right.
Wasn't it fun in the bath to-night?
The cold's so cold and the hot's so hot.
Oh! God bless Daddy - I quite forgot.

If I open my fingers a little bit more,
I can see Nanny's dressing-gown on the door.
It's a beautiful blue, but it hasn't a hood.
Oh! God bless Nanny and make her good.

Mine has a hood, and I lie in bed,
And pull the hood right over my head,
And I shut my eyes, and I curl up small,
And nobody knows that I'm there at all.

Oh! Thank you, God, for a lovely day.
And what was the other I had to say?
I said "Bless Daddy," so what can it be?
Oh! Now I remember it. God bless me.

Little boy kneels at the foot of the bed,
Droops on the little hands little gold head.
Hush! Hush! Whisper who dares!
Christopher Robin is saying his prayers.

A.A. Milne

Questions about poem:

1. What was the little boy doing? (saying his prayers)
2. Where was he? (in bedroom, at foot of his bed)
3. How did he look? (kneeling, head on his hands)
4. Whom did he ask to have blessed? (Mummy,Daddy,Nanny,himself)
5. Who was listening? (Mummy and possibly Daddy)
6. For what did he give thanks? (a lovely day)
7. What was he thinking about when he mentioned:
    - -- his father (his bath)
    - -- Nanny (Nanny's blue dressing-gown)
    - -- a lovely day (his own robe)
8. Whom did he almost forget? (himself)

Later this poem may be read over and over again. The children will enjoy supplying the rhyming words at the end of every other line. As they become more familiar with it, they will wish to repeat favorite lines.

Gr. 2 - Lesson 1

VOCABULARY BUILDING

Identifying function of phrases

Materials: One set of 3 x 5 cards labelled who, what, where, when for teacher and each pupil. Teacher 4 x 18 flash cards with following words and phrases arranged in random order:

Who

My little brother
The funny clowns
Jack, the Giant Killer
Your next door neighbor
A kind policeman
Fairies

What

A muddy pond
The big red barn
The spouting whale
A toy box
The new library
Dinosaurs

When

at Christmas time
in the morning
next week
after midnight
before three o'clock
yesterday

Where

on the farm
at the pet store
in the backyard
everywhere
inside the whale's mouth
to Mars

Procedure:

Direct the children to arrange the cards, who, what, where and when, on their desks so that they can be seen easily and picked up.

Say: I am going to show you a word or phrase card. (See above list) Read it and decide which of the four question words on your desk tells about the word or phrase on my card. Show it to me as quickly as you can.

Comment on each response. The cards may be separated and displayed later in the pocket chart or on a bulletin board.

Teacher says:

I am going to tell you part of a story. Listen carefully and try to remember the things you hear that answer these questions.

Teacher writes on the board:

Who?	What?

(The following is based on MAKE WAY FOR DUCKLINGS, by Robert McCloskey)

Mr. and Mrs. Mallard were two wild ducks looking for a nice place to live and to raise a family. They went to so many places. When Mrs. Mallard would see a spot she liked, Mr. Mallard would say "There are sure to be turtles in the water, and foxes and raccoons in the woods. Not here!" When Mrs. Mallard found another place she liked, Mr. Mallard wondered what else might be there that would not make it a good place to raise a duck family.

They got to Boston too tired to fly any further. In the Public Garden there was a nice pond with an island on it. It seemed like just the place to raise a duck family! People on swan boats threw peanuts, bread crumbs and popcorn into the water.

Both Mr. and Mrs. Mallard were delighted. But - just as they said, "This is a good place for our baby ducks," things began to happen! A boy came zooming by on a bicycle, almost running over Mr. and Mrs. Mallard.

Gr. 2 - Lesson 2, Vocabulary Building

Teacher writes on the board:

What?   Where?

Teacher asks pupils to suggest possible answers to the following questions:

Where could Mr. and Mrs. Mallard have gone?

What other things made them decide that the Boston Public Garden was not a good place to make their nest?

Possible answers:

What?	Where?
taxi cabs	in Lynnfield
loud noises	near Pillings Pond
bright lights	under some bridge
police cars	in the country
cars honking	on a farm
people walking	by a river
children playing	far away
parades	

Teachers should follow up this lesson by obtaining a copy of McCloskey's *Make Way for Ducklings* and reading it to the children. After children have listened to the story, make a chart suggesting answers to the following questions:

What did the ducks see in Boston?

Where had the ducks been?

Possible answers:

What	Where
people in a boat	in a nest
policemen	in some bushes
cruisers	on a busy street
apartment buildings	under a bridge
many stores	in the water
people with bundles	by the river bank
water to swim in	on the highway
cars on bridges	on an island
telephone booth	near some boats
many cars	
people shopping	

Gr. 2 - Lesson 3, Vocabulary Building

Have the following sentences written on chart paper or chalkboard.

It was an exciting day!

There was so much to look at.

There were many things to do, too!

Read the sentences and ask the children:

Where and When, could this have happened?

Let the children suggest responses that tell where or when. Stress the importance of variety of response and good listening habits to avoid repetition. List responses on the board.

Possible responses:

Where	When
at a carnival	on a summer day
at summer camp	on a holiday
at the circus	on a birthday
by the seashore	Christmas Day
at the ice show	on the first day of school
at the baseball game	on a sunny day at camp
at the Science Museum	yesterday
at school	when Grandfather visited
on a field trip	when Aunt Mary came back from Europe
over Boston	On the day of the carnival
at a boat show	On circus day
on the farm	On Father's day off
at home	

Gr. 2 Lesson 4 , Vocabulary Building

Take the children for a walk. Leave the school building by going past some of the other classrooms. Tell the children to think of words and phrases to use to tell about their walk.

Remind them that they will want to remember what and where they saw and heard things. During the trip, make them aware of the probability of unusual sights and sounds. When the class gets back after their tour inside and outside the school building, write on chart paper or chalk board the words:

What? Where? Who?

Divide the children into groups of three. Have them discuss the above questions, one at a time, and have the leader record the answers. Each leader, in turn, reports to the whole class.

Possible words and phrases to tell about a walk.

What	Where	Who
cars	in the street	people
baby carriages	on the sidewalk	other children
trucks	in the driveway	mothers
flowers	in the grass	cafeteria help
trees	over the school	custodian
lawn mower	in a garage	teachers
typewriter	on a desk	principal
globe	on a table	babies
art displays	on a wall	mailman
piano	in a corner	gardener
projector	on the stairs	truck driver
bicycles	in a rack	delivery man
wagon	under a bush	fire chief
cobweb	in a doorway	policeman
smoke	above a chimney	
butterfly	in the air	
clouds	in the sky	
broken-window	in a barn	
fire truck	on the roof	
branches		

Gr. 2 - Lesson 5, Vocabulary Building

Read the following story to the class:

Richard came running into the house, calling, "Mother, I just got a very special invitation. Please let me go!"

Mother laughed and said, "First you will have to tell me:

Who is it from?

When are you going?

Where are you going?

Emphasize underlined words

Write on chart paper: Who?

Ask: Who do you think, invited Richard?

Divide the class into three-man teams. Have them brainstorm for 3 to 5 minutes, suggesting possible responses. Then list responses on chart.

Write when on chart and ask:

When do you think Richard will go?

Follow the same procedure for brainstorming, using the three-man teams and recording responses.

Write where on chart and ask:

Where is Richard invited?

Use same teams for brainstorming.

Possible responses:

Who?	When?	Where?
scoutmaster	for the weekend	to camp
a friend	overnight	to the zoo
a neighbor	for a week	to the beach
Uncle Tom	for the summer	to a lake
Aunt Mary	next week	on a picnic
Grandfather	in two weeks	to a party
John's teacher	on his birthday	on a trip
Father's boss	tomorrow	to the airport
John's cousin	tonight	over the mountain

Gr. 2

GENERIC WORDS

The difference between the right word and the almost-right word is the difference between the lightning and the lightning-bug.

Mark Twain

Man

chap
fellow
gentleman
brother
neighbor
human being
person
adult
servant
work man
officer
player(on a team)
hermit
male
uncle
father
grandfather
mankind
individual
citizen
sir
master
guy
husband

Woman

mother
lady
wife
female
grandmother
aunt
maid
servant
waitress
teacher
nurse
Mrs.
squaw

Happy

gay
glad
joyous
merry
cheerful
content
delighted
sparkling
jolly
sunny
fortunate
gleeful
pleased
satisfied
comfortable

Sad

mournful
melancholy
heavy
unhappy
blue
brokenhearted
troubled
dreary
gloomy
hurt
grieved
disturbed
dejected
discontented
displeased
dissatisfied
disappointed
homesick
depressed

Say or Said

answer
talk
tell
speak
quote
whisper
mumble
mutter
drawl
call
state
affirm
assert
predict
declare
assure
protest

acknowledge
assent
agree
promise
remark
emphasize
propose
set forth
maintain
contend
pronounce
assure
insist
repeat
explain

Nice

lovely
good-looking
charming
attractive
fair
handsome
enchanting
fascinating
delightful
pleasing
sweet
generous
pretty
dear
darling
delicate

dainty
pleasant
agreeable
attractive
considerate
kind
thoughtful
well-mannered
excellent
wonderful
beautiful
interesting

Grade 2, Lesson 1 - Generic Words

Say:

It was a sad day.

Kathy was sad, because she could not go out.

Mother was sad, because Kathy got mud on her clean floor.

Brother was sad, because he had broken his bat.

Big sister wrote that she was sad, and missed home.

The baby was sad.

And this is a sad story, isn't it?

Suggest that the word sad is overworked and does not describe accurately what is being said in each situation.

Guide the children to find a specific word to describe the kind of day. (dreary, gloomy) Divide the children into groups of three. Have them brainstorm for words to replace sad. List the results on the board. Then reread original sentences, having the pupils suggest a more appropriate word from the list for each situation.

Emphasize the purpose of the activity:

1. To express thoughts more exactly.
2. To describe more accurately.
3. To make words work for the writer and speaker.
4. To make speech and writing more interesting.

Grade 2, Lesson 2 - Generic Words

On the following day suggest that the children change the sad story into a happy story on a happy day. Use the same characters with different circumstances as suggested by the pupils.

In order to develop specific words to replace happy, follow the same procedure as suggested for sad.

On following days work with the remaining generic words on the second grade list (nice; man, woman; and the verb said) in order to develop specific words.

It would also be helpful to the children if you review the generic words on the first grade list; big, little, good, bad, go, house.

The generic word with many specific words should be readily available to the children in chart form for use as they write.

VOCABULARY BUILDING

Using the five senses

The following activity may be applied to any holiday or season of the year, but the Christmas season is especially appropriate.

Suggest to the children that a visitor from another planet would know, at Christmastime, that something very special was going on; especially if, like us, he had eyes, ears, a nose, a tongue and fingers.

Write: Christmas sights
Christmas sounds
Christmas flavors (taste)
Christmas scents (explain if necessary)
Christmas sensations (touch)

Accept one or two suggestions for each category from the class.

Have the children form groups of five with a secretary. Ask the children to brainstorm for words or phrases that fit each category. For best results work on one category at a time. The secretary will write down the words. The teacher must circulate among the groups to encourage and give help as needed. Do not stress spelling but many ideas instead.

Listing things we can taste, etc.

List items as reported by secretaries on chart paper.

Pictorial panels or murals may be made, using the five categories as a theme. Pictures may be cut from magazines or drawn by the pupils. These should be labeled.

See Creative Writing for further use of picture panels and listings.

Possible listings include:

Christmas Sights	Christmas Sounds	Christmas Scents	Christmas Sensations	Christmas Flavors
bells	laughter	evergreen	cold	turkey
angels	singing	pine	warmth	plumpudding
lights	ringing	perfume	hugs	mince
Santa Clause	talking	meat roasting	kisses	candy
Wisemen	hoofs	sausage	handshaking	spice
packages				
toys				

Listing Descriptive Words

Display a picture of a colorful sunset.

Ask: What words tell how the sky looks.

(brilliant, bright, red, yellow, beautiful, etc.)

As the children suggest descriptive words, list them on 9 x 12 oaktag. Several cards may be stapled together lengthwise. Future brainstorming will elicit many words describing the appearance of things.

Display a picture of a lamb or other animal. Assign the children to groups of three. Have the secretary list, as the group suggests, words that tell how the animal would feel to the touch. As secretaries report the words suggested by the groups, list on oaktag.

On subsequent days, using the brainstorming procedure, develop lists that tell how things smell, taste and sound. Pictures to stimulate responses might be:

A Turkey Dinner (smell)
A Bakery (taste)
A Zoo (sound)

Many short sessions will produce long lists of descriptive words stimulating the senses. Children should be encouraged to add words as they think of them.

Refer to lists included in first grade section of handbook.

Writing Descriptive Words and Phrases

Say:

Kevin was in a long hall with doors on both sides. He stopped at the first door and peeked through the key hole. Then he put his left ear to the hole and listened. Finally he said: Oh, that is happy!

Ask:

What do you suppose Kevin saw and heard? What is happy?

Write on chart paper:

What is happy?

Assign children to discussion groups of five; including a secretary. After seven minutes have secretaries report to the class. Record the childrens' thoughts as they are reported under the heading, "What is happy?"

On the following days develop descriptive words and phrases for the following:

What is sad?

What is hard?

What is soft?

Words used in first grade may be added: these include good, bad, big and little.

Remind the children that opposite categories may include the same items under different circumstances. Ex. A lobster shell may be hard or soft.

Gr. 2 - Vocabulary building
Writing descriptive words and phrases

What is happy?

purring kitten

laughing boy

well-fed dog

baby playing

people smiling

family in front of a glowing fireplace

Christmas with people you love

being loved

What is sad?

pouting girl

sulky boy

whining dog

crying baby

lonely puppy

naughty children

lost child

Christmas alone

What is hard?

rocks

walk

board

ice

turtle shell

lobster shell

golf ball

raw carrots

stones

baseball

ink eraser

What is soft?

a rabbit

kittens

babies

cotton

fur

pillow

clouds

Similes

Write the following phrases on the board:

a roaring lion

a singing group

a train whistle

an explosion

people at a football game

Ask the class what one word, that tells about sound, could be used to describe all of the phrases on the board. (loud)

Write as loud as in front of the phrases on the board and have them read.

as loud as a roaring lion

as loud as a singing group

as loud as a train whistle

as loud as an explosion

as loud as people at a football game

Have the children, working in groups of five, develop other similes using as loud as. Make a class list of similes suggested. Later they may be illustrated and used in creative stories.

This activity may be repeated many times. Develop one simile at a time.

as soft as ________

as hard as ________

as pretty as ________

as many as ________

as funny as ________

Gr. 2 Lesson 1

Sentence Structure

Prepare 2 x 9 blue, yellow and white paper strips. On the blue strips write nouns or noun phrases.
(Girls - People - The Clowns)

On the yellow strips write verbs (go - see- want) or forms of be (is - one)

On the white strips write noun phrases (my father), adjectives (pretty - big) or adverbials (in the tree, at ten o'clock).

Number each set (related blue - yellow and white strips) on the back, using the same number as on the list which follows

	Blue	Yellow	White	
front →	Some birds	are	in the tree	← front
back →	1	1	1	← back

Procedure: Display the strips in random order in the pocket chart. Elicit from the children that the blue strips must start the sentence because the first word is capitalized. In like manner let them discover the period at the end of the white card: and conclude that the white strip must come at the end of the sentence.

After someone has chosen a blue phrase to begin a sentence, he will know that he must choose a yellow strip to follow it. Have the two sample sentences put together in the pocket chart. Before the children are allowed to start working with partners, make certain that they are aware of the order and function of the sentence parts.

Distribute to each team, two or three sets of strips. Partners will choose a blue sentence starter and then work together to choose a yellow and a blue strip to complete a meaningful sentence. After reading the sentence to each other to make certain that it is a good sentence, they will copy it on writing paper. Partners will build and write the remaining sentences in the same way.

Circulate among the groups to give help and encouragement.

This activity should be repeated many times. Rotate the sets from group to group until all have had the opportunity to work on each set.

Blue	Yellow	White
1. Some birds	1. are	1. in the tree.
2. Children	2. played	2. in the yard.
3. The boys	3. ran	3. outdoors.
4. The ducks	4. went	4. into the pond.
5. The babies	5. are	5. sleepy.
6. Elephants	6. have	6. long trunks.
7. The goblin	7. jumped	7. into the little basket.
8. The funny cats	8. were	8. as big as sheep.
9. Dinosaurs	9. spouted	9. fire.
10. The giant	10. crashed	10. through the trees.
11. A ghost	11. floated	11. through the wall.
12. The waves	12. were	12. as high as mountains.
13. Brown Bear	13. sang	13. to his cubs.
14. The clown	14. climbed	14. up on the donkey.
15. The sky	15. is	15. full of stars.
16. White snow	16. looks	16. like marshmallow.
17. The Jack-o'-Lantern	17. rolled	17. down the hill.
18. The moon	18 winked	18. at me.
19. The ball	19. went	19. up and down.
20. The fairies	20 danced	20. on the flowers.
21. The owl	21. hooted	21. in the night.
22. Camels	22. have	22. big humps.
23. The worm	23. wiggled	23. down the hole.
24. Mary Poppins	24. sailed	24. through the air.
25. The wind	25. is	25. blowing.
26. Everyone	26. was	26. running fast.
27. Something	27. was	27. way up in the sky.
28. We	28. went	28. camping overnight.
29. The ghost	29. went	29. prowling
30. A turtle	30. has	30. a shell.

Grade 2, Lesson 1 - Sentence Structure

Blue	Yellow	White
31. My class	31. went	31. on a trip.
32. The moon	32. is	32. up in the sky.
33. I	33. saw	33. a flying saucer.
34. My dog	34. likes	34. to play with me
35. The big balloon	35. was	35. up in the sky.
36. The clown	36. rode	36. on a little pony.
37. My skates	37. are	37. new.
38. I	38. like	38. to eat oranges.
39. My friend	39. plays	39. with me.
40. I	40. like	40. to go to the beach.
41. Baby birds	41. were	41. in the nest.
42. My family	42. took	42. a trip.
43. I	43. like	43. birthday parties.
44. My puppy	44. is	44. black and white.
45. Birds	45. build	45. nests in spring.
46. Flowers	46. grow	46. in the garden.
47. We	47. have	47. a new boat.
48. A small boy	48. lost	48. his mother.
49. The pilot	49. got	49. into his airplane.

Grade 2, Lesson 2

Sentence Structure

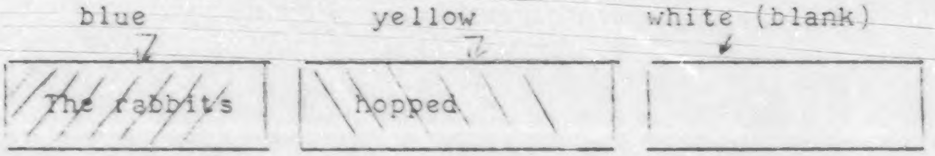
Prepare 2 x 9 blue, yellow and white paper strips. On the blue strips, write nouns and noun phrases. (Little rabbits, Billy, the house)

On the yellow strips, write verbs (hopped - made) or forms of to be. (were, am)

Leave white strips blank. Number each set (related blue-yellow and blank white strip) on the back. (See sketch in preceding lesson)

Procedure: In the pocket chart, display one set.

ex.



Help the children recall the order and function of the different colored strips. Accept suggestions for a sentence ending. Use a different colored magic marker to write an appropriate phrase on the white strip, perhaps $\overset{\text{white}}{\boxed{\text{into the hole.}}}$ Remind the children that it will be necessary to provide a period for each sentence ending.

Distribute two sets of strips to each team of two. Direct them to choose a blue sentence starter, select an appropriate yellow verb or form of to be, and write a sentence ending on the blank white strip which is numbered the same as the blue and white strips.

Direct the children to read the constructed sentence to check for correct order, sensible meaning and correct punctuation. Then they may copy the sentence on writing paper.

Circulate, during the activity, to give any help necessary. Occasionally read to the class some of the successful sentences. When the work is completed, pairs may exchange and read other sentences.

This lesson should be repeated several times, giving different numbered sets to partners.

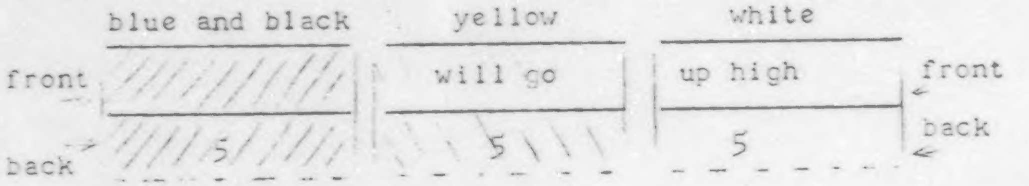
(Replace completed white strips with blanks.)

Grade 2, Lesson 3

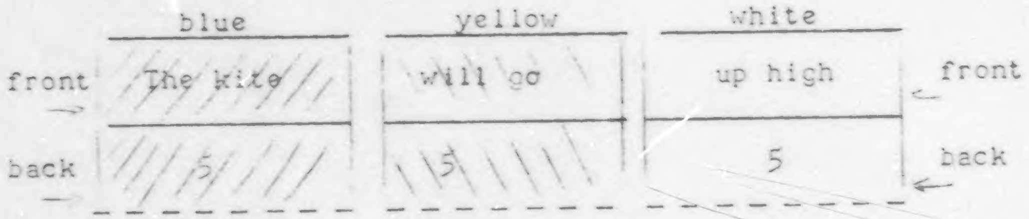
Sentence Structure

Follow the plan for lesson 2 substituting blank blue (sentence beginning) strips for the blank white (sentence ending) strips. Children should be made aware that; 1. The noun or noun phrases suggested must be singular or plural to agree with the verb form used on the yellow strip. 2. The noun or the first word of the noun phrase must begin with a capital letter. 3. The noun or noun phrase created must complete a sensible thought when combined with the prepared yellow and white strips.

ex. A set as presented to partners.


blue and black
yellow
white
front
will go
up high
front
back
5
5
5
back

A set as completed by partners.


blue
yellow
white
front
The kite
will go
up high
front
back
5
5
5
back

Expanded Sentences

Preparation: 1. Arrange in card holder 4 x 12 cards with the following questions:

What color? What size? What kind?

Where? When? How? Who? What?

2. Two pictures.

Procedure:

Display a picture. Write a simple sentence telling who is in the picture and what is happening.

Example: The dog sat.

Say: This sentence tells very little about the picture, doesn't it?

Have the question cards read silently.

Suggest that, by adding some of the answers asked by the cards, the sentence will tell more accurately what is in the picture.

Allow an individual to select a question card. He will then say the sentence adding the answer to the questions in the proper place.

Ex. What Kind? The shaggy dog sat.

Write the new sentence under the first sentence.

Continue until as complete a sentence as possible has been built. Have each question card removed as it is used and write each new sentence as it is made.

It might develop as:

	The dog sat.
What kind?	The shaggy dog sat.
What size?	The small shaggy dog sat.
What Color?	The small brown and white shaggy dog sat.
Where?	The small brown and white shaggy dog sat in the doorway.
When?	The small brown and white shaggy dog sat in the doorway all day.

Return the question cards to the card holder. Display the second picture. Guide the children in building a second sentence, using above procedure.

Expanded Sentences

2nd day.

Arrange the question cards used previously in the card holder.

Have the children recall that, by answering some of the questions, they told much more about their pictures.

Place three new pictures so that they can be seen by all pupils. Divide the class into groups of three, including a secretary. Each group will decide which pictures it wants to describe. Using the question cards as a guide, they will construct an expanded sentence which tells as much about the picture as possible.

Circulate among the groups, checking progress and giving help in recording the expanded sentences.

After five to seven minutes, have the completed sentences read to the class. Write the sentences under the appropriate pictures. Have the class decide which sentences paint the best pictures.

Grade 2, Lesson 1

Changing Sentence Order

Write the following sentences. The parts of each sentence can be interchanged. Write each part on a separate 4 x 18 strip of oaktag as follows:

Many queer people	jumped	from the space ship
The ugly troll	leaped	over the cornstalk
The gallant captain	stood	at attention
A wicked witch	sprung	out of the darkness

Remind the children that, by changing the usual order of the words and phrases in some of their sentences, they may add interest and excitement.

Display the parts of each sentence separately. Allow individuals to manipulate them to change the order of the phrases. Write the resulting sentences on the board and have them read aloud. The children may decide which sentence is most effective.

The cards should be arranged in the pocket chart and left until the following day.

This activity may be repeated with similar sentences for class and group work.

The parts of each sentence may be given one number and clipped together. They may then be used as an independent activity.

Additional sentences which may be used in the same way as a follow-up activity.

1. A big giant stamped down the road.
2. The rocket roared into space.
3. Andrew skated across the pond.
4. Pat climbed the fence quickly.
5. The silver jet flashed through the sky.

Grade 2, Lesson 1

Changing Sentence Order

Questions

Help children recall that when answering questions, it is necessary to change the order of words and phrases.

Write the following questions on the board:

Accept and write answers to them as individuals dictate.

Questions	Answers
Where is your home?	My home is in Lynnfield.
Is your mother at home?	My mother is at home.
When did you get up today?	I got up at six o'clock today.
What did you have for breakfast?	I had eggs for breakfast.
Did the morning paper come?	The morning paper did come.
Who came to school with you?	Jane came to school with me.
Was Jimmy here before you?	Yes, Jimmy was here before me.

After the answers are written beside the questions, underline the parts of the answers that have been changed to a different position from that in the question.

Grade 2, Lesson 2

Changing Sentence Order

Questions

Next day:

Tell the children that, while you are thinking together about changing the order in sentences, it might be fun to change the order of questions and answers and write the answers first.

Write the following statements on the board:

Answers	Questions
pleasant The weather is cloudy today.	What is the weather today? What is pleasant today?
We all came to school on time.	Who came to school on time? When did you all come to school?
It is (not) the day for gym.	Is it the day for gym?
We will play in the schoolyard.	Where will we play?
Mrs. Goodwin will be here.	Who will be here? Where will Mrs. Goodwin be?

Write the questions as they dictate.

Afterward, have the children read answers and questions. Have the necessary changes of words and phrases indicated by underlining.

Creative Writing

Guided Dictation (two-day plan)

1. The whole class composes a short story which the teacher writes on the chalkboard. Usually the class composition is an outgrowth of something going on in the class.

Ex. A whale is big.
He lives in the ocean.
His nose is on top of his head.
He spouts water.
Can you do that?

2. The teacher calls attention to each sentence. How does the first word in each sentence begin? (capital letter) What do you see at the end of each sentence? (note punctuation mark: Notice how whale is spelled. Close your eyes. Can you remember how the words look? A whale is big.

After each sentence has been studied in detail, the story is reread in unison.

3. The teacher quickly copies the story onto paper for her own use in dictation. She tells the children that she is going to erase the story, and they are going to write it as she tells it to them!

Before erasing the story, ask: Are there any words that I should leave on the board to help you? ex. whale, house, nose, ocean, spout. Then erase the story leaving only the difficult words indicated by the children.

4. The children are given paper. As the teacher dictates sentence by sentence, the children write the story. The teacher waits a reasonable length of time between sentences. If someone does not complete a sentence, they should leave a space and begin the next sentence as the teacher dictates. Papers are passed to the teacher.

Second Day; Proofreading

Proofreading should always be done on the following day when the material to be proofread is "cold".

1. The dictation papers are returned to the children.
2. The story is put back on the board, sentence by sentence. The children compare their papers with the board. The teacher asks such questions as: Did you begin your sentence with a capital letter?

Check each word in the sentence. Did you leave out a word? Did you spell the words correctly? What do you have at the end of the sentence?

The children make corrections with colored crayon by circling errors as they are noted. An alternate procedure would be to ask children to erase the error and correct it.

CREATIVE WRITING

1. Music

Obtain the redording: Tyll Eulenspiegel's Merry Pranks, by Richard Strauss (Leonard Bernstein, N.Y. Philharmonic)

Tell the children that the music tells the story of a prankster who, according to legend, spent his life playing tricks. Direct them to listen carefully and try to imagine what tricks are being played.

After listening, have the children write about the action which they imagined.

Tyll Ulenspiegel's Merry Pranks, by M. Jagendorf E.M. Hale and Co. Eau Claire, Wisconsin, retells the tales of a truth-telling jester who roamed through Europe hundreds of years ago.

Additional titles of selections suggested by Frank Cagliuso for first and second grades.

Bolero - Revelle
Peer Gynt Suite
Nutcracker Suite
Grand Canyon Suite- Grofe
Anvil Chorus - Verdi
William Tell Ovature-Rossini
Flight of the Bumblegee- Rimski Korsakov
American in Paris- Gershwin
Danse Macabre-Saint Saens
Sorcerers Apprentice-Dukas

2. Description

A. Have each child write a description of the outside of his house, using as much detail as possible. Collect papers.

The following day destribute the papers among the children, making certain that no one gets his own paper. Have each child draw a picture, as accurately as possible, according to the description which he has received.

Return the description, with the picture, to the writer. Have the children decide how they could better describe their homes.

B. Display pictures of the four seasons. Discuss the characteristics of each season.

Have each child select one season and write a description of it.

After all are complete, group the children according to the season which they have described. Have them read their descriptions to each other, choosing the one which they consider to be the most colorful. Have these read to the class.

3. Familiar Things

Make the children aware that almost anything they think about, or talk to their friends about, is a subject for a story. Point out that the way a writer tells his story is what makes it interesting.

Suggestions for stories about familiar or everyday things may be listed on chart paper and displayed for children to use:

Puppies
Secrets
Rain
Voices
The Fire Alarm Box
New Overshoes
Trash Cans
Hiding
Cooking
Birthdays
Clouds
Shadows
A Silver Spoon
Wind
Cereal
A Steam Shovel
A Shampoo
Clean Sheets
A Mud Puddle
Sliding

4. Writing about pets or animals

Prepare a gallery of pictures of all kinds of animals. (farm, zoo, local wild, circus, pets)

Brainstorm for discriminating characteristics:

Color Shape
Size Home
Number of feet Habits
Unusual features

Groups of three decide on a particular animal picture and brainstorm using the words above: color, size, etc.

After five minutes of discussion, have the children separate to write individual stories, omitting the name of the animal.

When everyone has finished, have each group read their stories to each other, and decide which one best describes their animal. This story may be posted and assigned a number.

During the day the class members may read the stories and, on writing paper, write the name of the animal described in each story opposite its assigned number.

5. Pets and Animals

Have the children imagine that they are a favorite animal or pet, and write a story which the animal might tell.

A list of suggested titles are:

My Diary
I Like My Master
It Happened in the Parade
I Wish I Hadn't Done It
I Want A Home
Some Hunters I Have Known
Why I'm in the Dog House

6. Humor

Read to the children, The Five Hundred Hats of Bartholomew Cubbins by Theodore Suess Geisel (Dr. Suess)

Discuss with the children how the story is funny. (unexpected and impossible situations)

Suggest that any unexpected happening might cause a chain of amusing events.

Ask: What might happen if a dog forgot how to walk and could only roll backwards? or

What might happen if a cloud got caught on the nose of a flying submarine and was taken to the depths of the ocean?

What might happen if a voice said "Ouch, don't do that," everytime you put your hand in your pocket?

7. Writing about the future.

Remind the children that, one hundred years ago, there were no automobiles, no planes and no space ships. Television, computors, vacuum cleaners, electric mixers and automatic washing machines have all been developed since that time.

Direct them to imagine themselves living on Earth in the year 2100, more than 100 years from the present time. Suggest that they write a story telling about life in the future.

Brainstorm with groups of three or five using the following motivating questions.

How will you travel?
Where will you travel?
What will you eat?
What will your home be like?
How will food be obtained and prepared?
What new machines will be used?
What will you wear?

Other stories of the future may result from the following situations:

A newspaper reporter writing the top news story of the day.

A woman telling her husband about her day.

An inventor telling of his latest inventions.

An astronaut telling of his latest flight.

A school boy telling a friend about his vacation.

An aquanaut reporting his teams latest discovery.

8. Writing Dialogue or Conversation

Tell the children that, in the early days of the telephone, there were "party lines". This meant that the telephones of as many as six families were connected in such a way that anyone speaking on the party line could be heard by listeners in five other houses if they picked up the receivers.

Suggest that the children write conversations that they might have heard, if they "listened in" while any of the following people were speaking.

two girls
two boys
a boy and a girl
two ladies
a mother and a storekeeper
a mother and a father
a mother and a daughter
a father and a son
a teacher and a mother
a mother and a doctor

9. Holiday

Using the charts of words expressing Christmas sights, sounds, tastes, things felt and scents, have the children write a description of the holiday.

For example: Christmas is the time

Of gay lights of many colors,

Greeting cards and wreaths;

Of new dolls and toys

For good girls and boys;

Of angels--

Of stars--

Of laughing children

And happy singing voices.

Suggest that, at this time of year, people's hearts are singing so they should try to make their words sing.

10. Using Poetry

Display the following poem written on chart paper:

Manners

We say "Thank you", we say"Please,"
We don't interrupt or tease.
We don't argue, we don't fuss,
We listen when folks talk to us.
We share our toys and we take our turn.
Good manners aren't too hard to learn.
It's really easy when you find
Politeness means just being kind.

Margaret B. Allen

Have the poem read orally. Discuss - particularly the final line. Ask the children to write a story about kindness they have observed in the classroom or the chances they have had to be kind.

11. Using pictures for writing.

Display a picture showing a lot of action. Have the children describe orally the action depicted in the illustration.

Brainstorm in groups of three or five using the following children describe orally the action depicted in the illustration.

Brainstorm in groups of three or five using the following motivating questions.

What happened before? What will happen next? How will the story end?

Have individual stories written.

12. Pretending

Suggest that the children pretend to be an animal or an object. Have them write about what they might see and hear and think and how they might feel about people.

Perhaps:

a merry-go-round horse
a ping-pong ball
a baseball bat
a school bus
a snow man
a skunk that everyone runs from
a puppy in a pet store
a traffic light
a turn-style in a subway station
a public telephone
a door bell
a hornet
a cookoo (in a clock)
a traffic police horse
a seeing eye dog
an escalator

13. Story ending

On chart paper write an incomplete story.

Mary was on the couch in the den. Her room was being used by a visitor. She was just about to drop off to sleep when she heard the big red book on the top shelf say,".........

Have the children create individual stories.

14. Writing the ending to a story.

Read part of a story to the class. Stop where there is a possibility of several solutions to a problem. Discuss the situation and help the children to recognize that many outcomes are possible.

Have the pupils write individual story endings.

Complete the reading of the original story after the children have read their story endings to the class.

The following books may be used:

The Complete Peterkin Papers, Lucretia P. Hale
Houghton Mifflin Co. 1960

Stuart Little E.B. White Harper and Row, N.Y. 1945

Little Old Mrs. Pepperpot Alf Proysen McDowell,
Obolensky, N.Y. 1959.

Winnie-the-Pooh A.A. Milne E.P. Dutton And Co.
Inc. N.Y. 1927

15. Writing Alternate Story Endings

Have the children write a different ending for a story they have read. Stories may be from:

Basic Reader
Supplementary Reader
Individualized reading book
Books read to the class

Gr. 2 - Creative Writing

Sentences for Starting A Story

(Stimulus)

1. The children peeked through the hole in the window of the boarded-up house. They saw. . .
2. I wonder why the stars shine. I wonder why. . .
3. As the astronaut crawled into his space ship, he. . .
4. We were all in our cabins for the night, when we heard a roar and a crash. We. . .
5. The wind was having fun that day. It had blown . . .
6. It was a night with no moon and no stars. The streets were..
7. Oh, if I could have just one wish! I would . . .
8. The man was giving away baby elephants. He said that people could . . .
9. The two crocodiles were swimming in the river. One bumped . . .
10. The magician told me to say the word, "Gobble-dop.". I did and . . .
11. The bear cub was looking for his mother. He ran . . .
12. There was no one in sight. I ran . . .
13. The boy looked at the pile of gifts under the tree. He wanted, more than anything, to . . .
14. The rabbit was sleeping in his cozy little nest. He had . . .
15. The boys peeked through a hole in the trees. Beside the campfire sat . . .
16. The children laughed and laughed! They had just . . .
17. Jackie looked out of the bedroom window. Down below was . . .
18. The wild animals ran into the jungle. In the treetop sat . .
19. "I am sorry I bumped into you," said the ant to the . . .
20. The bell rang. I came out of my front door. There, on the walk was . . .

21. Tony dug deeper and deeper. He thought that he would never . . .

22. I know a secret! I said I would not tell but . . .

23. The steps came nearer and nearer. The little mouse, hiding in the tall grass started to . . .

24. It was all white except for two black spots, Pete thought it was . . .

25. I jumped so high on my pogo stick that . . .

26. "Let's go on a make-believe trip to Goblin Land," said Betty. "I will be a . . .

27. The great black cloud grew bigger and blacker.

28. Mother Kangaroo felt very happy that day.

29. The little turtle thought he would never get there.

30. The old red cap and coat had been in the corner of the attic for many years.

31. He swung his bat at just the right second.

32. The red mitten felt a strange hand inside it .

33. The box was so tall that the children could not reach the top of it.

34. Ted opened the door and then jumped back.

35. Jenny didn't know where she was, or how she got there.

36. The bears were listening carefully as the toy monkey spoke.

37. A sharp blast sounded from deep within the earth.

38. As they watched, the box slowly opened.

39. "Do you see that tiny speck out there?"asked the commander of the space ship.

40. The voice seemed to come from all parts of the room at the same time.

41. "Why are you so tall, when I am so small?" asked the lady bug.

42. " I hope I never have to live through another day like this one!" said Mr. Brown as he locked the door of the pet shop.

43. There, on the window sill, was the tiniest person I had ever seen.

44. Tony stared down at the tiny people hiding under the leaf.

45. The old rocking chair had been in the family for many years.

46. The silver dollar rolled faster and faster down the street.

47. The cloth dog wished he didn't always have to stay in the playroom.

48. Suddenly John found himself alone in a rocket with the moon just ahead.

49. Mother Mouse saw that Teeny Mouse was not in his bed.

50. Kenny looked up at the Green Giant and said, "What are you doing here?"

ELABORATIVE THINKING EXERCISES

(1-25)

GRADE 3

BRAINSTORMING

Time Magazine February 18, 1957

"The originator of the brainstorm, Alex F. Osborn, defines it as a method in which groups of people use their brains to storm a creative problem and do so in Commando fashion, with each stormer audaciously attacking the same objective.

A problem is presented and everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thoughtless enough to say "It won't work", he is sternly reminded that such remarks are taboo by the chief brainstormer, who clangs a school-marm's bell at him. Anyone is free to hitchhike on an idea, pick it up and improve on it.

Creative Education Foundation, 1614 Rand Building, Buffalo 3, N.Y.

Motto of Foundation - Quotation from Albert Einstein

"Imagination is more important than knowledge."

ELABORATIVE THINKING EXERCISES

Definition

Elaborative thinking means that type of mental activity which requires the reader to go beyond the ideas on the printed page and, by a spontaneous flow of his own thoughts and ideas, give many solutions to a problem related to the selection read.

Purpose of the exercises

The purpose of these exercises is to increase the child's ability to do elaborative thinking. This ability will help to increase the flow of ideas in creative writing and in discussion groups in other subject areas.

Directions

There is a set of cards for each grade level. It is suggested that these lessons be used weekly. The cards are self-administering and self-correcting. However, the teacher should circulate from group to group giving encouragement and help if needed.

There are 25 cards for each grade level. The essential task is to read the story on the first side of the card, then think of and record many answers to the question given, by drawing upon experience and imagination.

Group children in teams of three. The same three-man teams should work together. Intelligence and reading ability are not factors in grouping. More responses or responses of a more creative nature will result when members of the team are varied in ability and experience.

Each group chooses one secretary, who is the scribe for the group. First, the secretary writes the three names at the top of the paper. Next, the secretary reads the story to the group, helps think of answers, and writes down the answers by the members of the group.

The children are given approximately seven to twn minutes to read the story and list as many ideas as they can think of. Pupils may run out of ideas or lose interest if given a longer period of time. At the conclusion of the period, have the pupils stop writing and check their answers against those on the other side of the card. The children gain more ideas and have more fun when they can check their answers immediately after writing.

Pupils should understand that any given answer is neither correct nor incorrect. The number of answers which may be correct is limited only by the reader's experience or imagination. Pupils may score one point for each answer they have given that is also recorded on the back of the card. Further, they may score two points for each answer that is not on the back of the card. Add the total points to get the final score. If a thought is expressed in slightly different words than listed, it still counts one point.

The stories are not graded in difficulty and follow no special sequence, so pupils may take any card in any order. One team may work on Card 10 while another is working on Card 17, and a third on Card 25. Upon completing a card, the teacher keeps a record of the number of that card, or checks it off on a record sheet. The cards may also be used singly, in pairs, or in larger teams, but three is the recommended number. Teams should be congenial, cooperative, and quiet. Neatness should be encouraged.

At the end of a work period, the teacher should collect and examine the papers. Since an unlimited number of responses may be correct, it is most important that the teacher check on the quality of responses to the elaborative thinking questions. If the teacher feels taht the quality of answers has slipped below a worthwhile level, she might discuss this with the children. The main purpose of the exercises, however, is to encourage a large number of responses, flowing spontaneously.

ELABORATIVE THINKING EXERCISE

1

One morning the teacher of the Third Grade sat down in her chair but jumped up quickly.

What made her jump up?

ELABORATIVE THINKING EXERCISE

#1

1. Sat on a tack
2. Puddle of water
3. Something cold
4. Something hot
5. A snake
6. Creepy people
7. A mouse
8. A spider
9. Papers
10. Stack of books
11. Pencil
12. Ruler
13. Principal came in
14. Student knocked over fish tank
15. Keep door from slamming
16. Students fighting
17. Mice got loose
18. Student raised hand
19. Remembered something important
20. Was about to sneeze
21. Wind blew papers around
22. Fire drill

ELABORATIVE THINKING EXERCISE

2

Lee often helped the teacher carry in materials and supplies from her car. One morning she noticed the teacher had brought a ball of string. She had many ideas about how the string would be used.

What do you think the teacher was planning to do with the string?

ELABORATIVE THINKING EXERCISE

2

1. use it to make letters for bulletin board
2. make string picture
3. tie balloons
4. for math
5. a play
6. tie up bundle
7. make mobiles
8. outline maps
9. tie a wiggly child in chair
10. tie pencils to wrists
11. tie back long hair
12. measuring
13. games
14. musical instruments
15. use as a marker when taking a science walk
16. hair for puppet dolls
17. to hold name cards around neck
18. for a gym game
19. glue on tissue roll in a pattern and use to make a rolled design
20. tie around finger as a reminder
21. make string dolls

ELABORATIVE THINKING EXERCISE

3

Lisa was excited about going to the third grade in a new school. She wondered what she would learn about the school the first day.

What might she find out?

ELABORATIVE THINKING EXERCISE

3

1. where it is
2. teacher's name
3. old or young teacher
4. size of school
5. number of classes
6. number in her class
7. names of students
8. old or new school
9. principal's name
10. number of boys
11. number of girls
12. seat
13. lunch time
14. what bells meant
15. time to go home
16. books she would have
17. subjects to learn
18. whether or not students are friendly
19. bus to take
20. what the children were like
21. what games they played
22. how good her old school was
23. whether they had a library
24. what after school activities there are

4

The School Committee in your town has decided to stop the hot lunch program in the schools. Your mother has told you that you will have to make your own lunches.

List all the lunches you can think of that you would like to prepare for yourself.

ELABORATIVE THINKING EXERCISE

#4

Sandwiches

1. peanut butter & jelly
2. cheese
3. tuna fish
4. ham
5. baloney
6. meat-loaf
7. frankfurt
8. marshmallow
9. T.B.L.
10. a dagwood
11. chicken
12. roast beef

Other things

13. hard-boiled - deviled eggs
14. soup
15. candy bars
16. apples
17. pears
18. plums
19. peaches
20. bananas
21. potatoe chips
22. fritos
23. celery
24. carrots
25. radishes
26. cucumber
27. tomato
28. choc. milk
29. fruit juice

ELABORATIVE THINKING EXERCISE

5

For weeks and weeks the steamshovel had been digging. The town had decided to build a shopping center.

What buildings are needed in a shopping center?

ELABORATIVE THINKING EXERCISE

5

1. theater
2. barber shop
3. hairdresser
4. bank
5. pet shop
6. super market
7. book store
8. dress shop
9. department store
10. sports store
11. shoe store
12. drug store
13. gasoline stations
14. auto store
15. bakery
16. restaurant
17. radio and T.V. store
18. furniture store
19. shoe cobblers
20. music store
21. hat shop
22. candy store
23. garden center
24. discount store
25. dentist
26. opticians
27. electrical shop
28. fabric shop
29. jewelry
30. ice cream parlor

ELABORATIVE THINKING EXERCISE

6

John was anxious to receive his birthday present from Uncle Bill. All John knew was the present was going to be something with wheels.

What could it have been?

ELABORATIVE THINKING EXERCISE

6

1. bicycle
2. wagon
3. truck
4. train
5. bus
6. car
7. tractor
8. wheelbarrow
9. airplane
10. watch
11. tricycle
12. doll carriage
13. model cars
14. a new bed
15. organ grinder
16. trailer
17. a river boar
18. clock

ELABORATIVE THINKING EXERCISE

7

Paul and Paula Smith enjoyed playing in their tree house. They felt like birds looking down on the ground below.

What might they see from the tree house?

ELABORATIVE THINKING EXERCISE

7

1. grass
2. flowers
3. insects
4. birds
5. dog
6. cat
7. cow
8. people
9. bird's nest
10. children
11. branches
12. rain
13. snow
14. sun
15. shadows
16. colors
17. fog
18. picnic table
19. fireplace
20. food
21. laundry
22. sidewalk
23. shops
24. furniture (lawn)
25. chipmunks
26. squirrels
27. fences
28. toys
29. cars

ELABORATIVE THINKING EXERCISE

8

Mr. Abernathy worked at the nearby zoo. His job was to take care of the birds. He had hundreds of birds in a large cage.

What are some birds that could have been in the cage?

ELABORATIVE THINKING EXERCISE

#8

1. canaries
2. parakeets
3. sparrows
4. finches
5. parrot
6. robin
7. macaw
8. cuckooburrow
9. pelican
10. eagle
11. owl
12. cedar wax wing
13. blue bird
14. oriole
15. woodpecker
16. ostrich
17. pheasant
18. quail
19. peacock
20. blackbird
21. sea gull
22. hawk
23. dove
24. pigeon
25. partridge
26. heron
27. duck
28. goose
29. turkey
30. stork
31. penguin

ELABORATIVE THINKING EXERCISE

9

One of the favorite "quiet times" at the scout camp was when the children lay on their backs looking toward the sky.

What might they see?

ELABORATIVE THINKING EXERCISES

9

1. birds
2. clouds
3. insects
4. trees
5. stars
6. planes
7. moon
8. sun
9. rainbow
10. parachute jumper
11. satellite
12. blue sky
13. black night
14. planets
15. figures in clouds
16. helicopter
17. jet stream
18. sky writing
19. northern lights
20. butterflies

ELABORATIVE THINKING EXERCISE

10

Jeffrey Katz often helped his uncle at the local ice cream stand. One afternoon he was helping make soft ice cream cones. He tried to shut the machine off but it would not stop. It was broken! Ice cream kept rolling out.

What could Jeffrey do?

ELABORATIVE THINKING EXERCISE

10

1. continue to make ice cream
2. get more containers
3. pull out the plug
4. call for help
5. go off and leave it
6. pass out free ice cream
7. take it home with him
8. put it outside the door
9. call the garbage man
10. call the junk man
11. advertise for help
12. have a sale
13. shovel it out the door
14. have a block party
15. put it in plastic bags

ELABORATIVE THINKING EXERCISE

11

Some of the parents in your town are planning a Fourth of July celebration for the children between the ages of 6 and 10. They can't think of very many races.

Can you help them?

ELABORATIVE THINKING EXERCISE

11

1. three legged race
2. potato sack
3. boxes (on feet)
4. wheelbarrow race
5. relay race
6. running
7. skipping
8. hopping
9. jumping
10. balancing on head
11. pancake race
12. threading a needle
13. carrying an egg on spoon
14. carrying things on knife
15. backwards
16. pie eating
17. crawling
18. blindfold
19. pile shoes - run - find and put on own shoes.
20. bouncing ball race

ELABORATIVE THINKING EXERCISE

12

One busy morning mother drove Paul to school and continued on her way. She was traveling out of town to an important meeting.

When Paul removed his coat he saw he still had his pajama top on.

What could Paul do?

ELABORATIVE THINKING EXERCISE

12

1. keep his coat on
2. borrow a shirt from his neighbor
3. tuck it in and pretend it was his shirt
4. buy a shirt
5. not go to school
6. tell his teacher and let her solve the problem
7. call his next door neighbor
8. borrow a sweater from a friend
9. make a joke of it
10. pretend he is sick and stay in clinic
11. go to lost and found
12. make a shirt from paper
13. phone his father
14. go to the office

ELABORATIVE THINKING EXERCISE

13

All students in Grade 3 could be members of the room band. The only rule was that each person make an instrument using materials usually found around the home.

What materials could be used to make an instrument?

ELABORATIVE THINKING EXERCISE

13

1. bottle caps
2. hard beans
3. rubber bands
4. small boxes
5. tin cans
6. rice
7. tin pie plates
8. sand paper
9. pieces of wood
10. glass bottles
11. sticks
12. paint
13. string
14. paper cups
15. comb and paper
16. spoons
17. a metal basin
18. rubber tire (pieces)
19. water in jars
20. empty tubes from paper towels
21. oatmeal boxes

ELABORATIVE THINKING EXERCISE

14

Jennifer enjoyed having Snacky-Good cookies with her milk. One day she began eating the cookies and she bit into something hard. After examining the bite she found a note which said --------------- and signed your friendly baker.

What do you think the note said?

ELABORATIVE THINKING EXERCISE

14

1. help, I'm a prisoner
2. don't eat me
3. gave directions to the hidden treasure
4. she won a prize
5. she got a free trip
6. she got a free book
7. she got a free sewing machine
8. she got a free puppy
9. she got a free bicycle
10. she got a free radio
11. she got a free box of cereal
12. she got a free car
13. she got a free T.V. set
14. she got a free box of Smacky Good cookies
15. come in for a fresh doughnut just off the fire
16. bring in your favorite recipe we will give you a year's supply.
17. guess how many raisins there are in the jar in our store window. You may win a prize.
18. you are invited to a party come any time.
19. you have won a year's supply of cookies
20. you may die

ELABORATIVE THINKING EXERCISE

15

Ronnie was the best home run hitter on the Blue Sox baseball team. One afternoon he stepped up to bat and belted the ball completely out of the ball park. Time out was called while the fielders on the other team tried to find the ball.

What could have happened to the ball?

ELABORATIVE THINKING EXERCISE

15

1. someone picked it up
2. fell in the sewer
3. fell in some bushes
4. rolled in the street
5. fell down a chimney
6. fell on a roof
7. caught by a dog
8. smashed by a car
9. fell in basket
10. fell in a convertible driving by
11. rolled into a store
12. fell into lake
13. smashed a window in a house
14. fell into a swamp
15. dropped into someone's pool
16. was picked up by children

ELABORATIVE THINKING EXERCISE

16

Debra Dooling was well known for the unusual parties she gave. Recently one of her invitations read: Please come to my party on Wed. from two till four - Make and Wear a hat we haven't seen before.

What kind of unusual hat could the guests make?

ELABORATIVE THINKING EXERCISE

16

1. a basket with eggs
2. bird nests
3. lamp shade
4. a pancake hat
5. crash helmet
6. saucepan
7. paper plate
8. book with ties
9. a rhubarb leaf
10. a burdock leaf
11. a pillow
12. hat from live flowers
13. news paper hat
14. hat from used flash bulb
15. hat made from evergreens

ELABORATIVE THINKING EXERCISE

17

" A pet show is always fun", said Larry. "Yes", said Nancy I like the tricks the animals do.

What are some tricks animals can do?

ELABORATIVE THINKING EXERCISE

17

1. sit up
2. shake hands
3. roll over
4. dance
5. speak
6. jump through hoops
7. beat drums
8. ride bicycles
9. roll barrels
10. roller skate
11. pull wagon
12. walk on hind legs
13. walk on front legs
14. play musical instrument
15. count
16. play dead
17. wear clothes
18. push doll carriages
19. go down slides
20. jump over things
21. catch a ball
22. bow

ELABORATIVE THINKING EXERCISE

18

Mike and Pat always looked forword to spending their summer vacation on the farm with their grandparents. They were allowed to do many things they couldn't do at home. Even on a rainy day they had many things to do.

Can you name some things they could do when it rained?

ELABORATIVE THINKING EXERCISE

18

1. playing in the barn
2. play in the attic
3. dress up in old clothes
4. play with the animals
5. use the barn for a gym
6. help grandfather.
7. clean the animals
8. repair farm machinery
9. polish leather harnesses
10. read in the hay loft
11. help grandmother
12. jump in the hay
13. make bread
14. churn butter
15. snap beans
16. shell corn

ELABORATIVE THINKING EXERCISE

19

The mail truck stopped at the Perkins house. The driver checked to see if he had the correct address. When he knew this was the right house, he unloaded a large package. It was stamped "FROM FLORIDA".

What could have been in the package?

ELABORATIVE THINKING EXERCISE

19

1. oranges
2. grapefruit
3. alligator
4. tangerines
5. sponges
6. Seminole Indian constume
7. chameleon
8. parrot
9. monkey
10. minah bird
11. Christmas present
12. birthday present
13. spanish moss
14. shells
15. driftwood
16. starfish
17. tropical fish
18. sand crabs
19. kumquot
20. model spaceship
21. coral
22. bulbs for the garden
23. books

ELABORATIVE THINKING EXERCISE

#20

Exploring an attic can be exciting. Barbara and Ben were exploring in the attic of their summer home when they found a huge old trunk. It was locked tightly but there was a hole just large enough for one hand to slide in. Ben put his hand in first. He felt something very soft.

What do you think was in the trunk?

ELABORATIVE THINKING EXERCISE

20

1. coat
2. pillow
3. feathers
4. velvet muff
5. silk shoes
6. wool
7. kitten
8. rabbit
9. squirrel
10. mouse
11. wig
12. bird
13. bat (with wings)
14. old clothes
15. fur hat
16. a nest of mice
17. teddy bear

ELABORATIVE THINKING EXERCISE

21

Gary and his two year old brother were having fun playing in the yard with gas-filled balloons, which they bought at the parade. Mother called Gary to come to the house for only a minute. Not knowing what to do with his balloon, he tied it to his little brother. He took a few steps toward the house,and suddenly his little brother screamed. Turning around he saw his brother going up toward the sky.

What should Gary do at this moment?

ELABORATIVE THINKING EXERCISE

21

1. grab his legs
2. take the balloon back
3. throw stones at the balloon
4. let him go
5. call for help
6. get a ladder
7. call the fire department
8. call the police
9. call his mother
10. shoot the balloons with a b-b gun
11. lasso his brother
12. call the airport
13. pray fast
14. tell brother to break balloon
15. call the newspaper - good publicity

ELABORATIVE THINKING EXERCISE

22

It had been a rainy Saturday and the twins had tried to be extra good. Mother's best friend, whom she hadn't seen for a long time, had come to spend the day. Father noticed how good Lynn and Lee had been and wished to give them a surprise. What things could father do to please the twins?

ELABORATIVE THINKING EXERCISE

22

1. take them to a play
2. take them to the movies
3. ask them what they wanted to do most
4. take them out for lunch
5. have friends for pajama party
6. buy a piece of jewelry
7. take them for a boat ride
8. take them for an airplane ride
9. take them for a train ride
10. take them to a special place for dinner
11. take them to a museum
12. take them to a zoo
13. take them to an ice show
14. take them to a circus
15. take them to a carnival
16. take them to a baseball game
17. buy something they wanted
18. play ball with them

ELABORATIVE THINKING EXERCISE

23

Harry and Joe were in a rowboat in the middle of a large lake. Joe was rowing and Harry was holding a fish line. Suddenly the oars slipped out of Joe's hands. "What do we do now?" asked Joe in despair.

If you were in the boat with the boys, what suggestions might you make?

ELABORATIVE THINKING EXERCISE

23

1. use hands for paddles
2. swim back to shore
3. catch a branch floating by to use for a paddle
4. call for help
5. use the fishing pole and get the oars back
6. get the paddles back by swimming after them
7. reach over the side of the boat and get the oars back
8. rig up a sail
9. stay there till someone comes looking for them
10. drift ashore with the current
11. eat lunch and not worry about the situation
12. try to tear out the seat to use for a paddle
13. keep on fishing and relax
14. pray for help
15. sing songs
16. tell jokes
17. yell and scream!

ELABORATIVE THINKING EXERCISE

24

The letters and the numerals were talking. The letters said, "You see us every where on signs, buildings, and in books." Number 3 said, "That is true, but just listen while I tell you all the places where people see numerals."

Where did "3" say that numbers were found?

ELABORATIVE THINKING EXERCISE

25

1. page numbers
2. license plates
3. newspaper
4. house numbers
5. telephone book
6. road signs
7. price tags
8. room numbers
9. book numbers
10. chalkboard
11. math books
12. crossword puzzles
13. advertisements
14. report cards

ELABORATIVE THINKING EXERCISE

25

While walking home from the store, Kathy heard the muffled voice of her friend, Jack, who was calling for help. When she investigated, she found Jack stuck fast in a pipe that was under the road.

How do you think Kathy could help Jack?

ELABORATIVE THINKING EXERCISES

25

1. pull him out
2. get his mother
3. get his father
4. get his older brother
5. get his older sister
6. get a policeman
7. get a passing adult
8. call home on a public telephone
9. go into store and get help
10. go to a nearby house
11. get a rope
12. helps him calm down - she will get help
13. try to get him to wiggle out
14. unscrew him
15. grease him

Writing Poetry - Grade 3

HAILSTONES AND HALIBUT BONES

by Mary O'Neill

Color may be heard, touched, tasted, smelled, as well as seen. The author has explored each dimension of color by the magic of imagination.

Suggested procedure for motivating children to write this type of poetry.

1. Teacher will hold up 9" x 12" pieces of construction paper to indicate two colors which are going to be explored.
2. After holding up a color, the teacher will read a selection from the book HAILSTONES AND HALIBUT BONES that is about this particular color. Teacher will repeat this procedure several times using different colors.
3. Assign children to 3 or 5 member groups for a ten minute brainstorming session - at the beginning of this session have secretary of group pull a color out of a box. The group will think of as many things as possible which could be this color - secretary will list all words given by the group.
4. After brainstorming sessions, have secretaries quickly read their lists.
5. Teacher should write the following sensory words as headings on chalkboard.

See	Hear	Feel	Smell	Taste
Limes	crisp	afraid	fresh	sour
Grass	stillness	restful	rotten	bitter
		jealous		mint

(Group will contribute words to try to get a couple of items under each heading. See above samples)

6. Have children choose a color and write - (Point out that many of the lines in their poem will not need to begin with the color word.)

The following samples represent poems written following this procedure in Grade 3.

Green is the trees,
The smell of the breeze
Green is a book
That tells how to cook
Green is the grass
Or a bright colored glass.
Green is a bean
Or a wee little pea,
Green is the color on St. Patrick's Day.
Green is a flower stem
Or even a gem.
Green is a weed
Or a tiny little bead.
Green is a frog
Or maybe a log.

Paul Mahoney

Green is a maple leaf
The rough leaves of a vine,
Green is the eyes of a black cat,
Green is the color of a tall pine,
Green means it's St. Patricks Day,
Green is the color of pixies who play,
Green is sad,
Green is gay,
It says coolness in a way,
Green is the Nile,
Green things are separate hardly a mile.
Green is a lime,
Green is moss,,
Green is mint,
Green is a plant,
But have you seen a green elephant?

Toby Holmes

Writing Poetry - Grade 3

WYNKEN, BLYNKEN, AND NOD

by Eugene Field

Suggested procedure for using this poem.

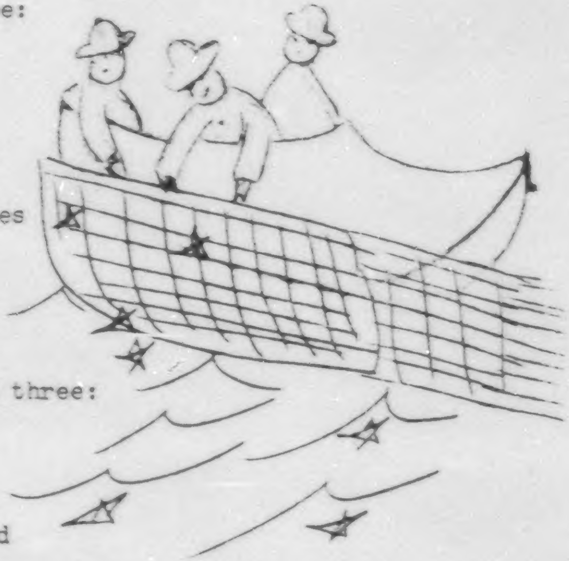
1. Teacher will suggest that the children are very tired. They should think of themselves as - (whole class demonstrate)
    a. winking - one eye at a time
    b. blinking - both eyes at the same time
    c. nodding - moving head slowly forward and backward.
2. Teacher reads entire poem while children listen with eyes closed.
3. Distribute four-part study guide for listening. After teacher reads a stanza, children will complete that section of the Listening Guide. (Section of study guide not in use should be folded back)
4. After all four parts of guide have been completed, teacher will read correct responses. Children will check own papers.
5. Children will enjoy reading this poem orally to enjoy its musical quality. Groups of six would include the following characters: Narrator, the moon, the stars, Wynken, Blynken, Nod.

WYNKEN, BLYNKEN, AND NOD

Wynken, Blynken, and Nod one night
     Sailed off in a wooden shoe.
Sailed on the river of crystal light,
     Into the sea of dew.
"Where are you going, and what do you wish?"
The old moon asked the three.
"We have come to fish for the herring fish
     That live in this beautiful sea;
Nets of silver and gold have we,"
               Said Wynken,
               Blynken,
               And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.
The little stars were the herring fish
That lived in the beautiful sea.
"Now cast your nets wherever you wish,
Never afraid are we,"
So cried the stars to the fishermen three,
               Wynken,
               Blynken,
               And Nod.

All night long their nets they threw
To the stars in the twinkling foam;
Then down from the skies came the wooden shoe,
Bringing the fishermen home.
"Twas all so pretty a sail, it seemed
As if it could not be,
And some folks thought "' twas a dream they'd dreamed,
Of sailing that beautiful sea;
But I shall name you the fishermen three:
               Wynken,
               Blynken,
               And Nod.



Wynken and Blynken are two little eyes,
And Nod is a little head;
And the wooden shoe that sailed the skies
Is a wee ones trundle bed.
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock in the misty sea,
Where the old shoe rocked the fishermen three:
               Wynken,
               Blynken,
               And Nod.

Eugene Field

NAME ______________________________ Wynken, Blynken, and Nod - Listening Guide
Draw a ring around the correct word or words.

PART I

1. At what time of day did the fishermen take their journey?

morning evening night

2. Who was first to speak to them?

sea moon fish

3. What kind of fish did they expect to find?

herring cod smelt

- - - - - - - - - - - - - - - - fold back - - - - - - - - - - - - - - - - -

PART II

4. Their boat was made of

silver wood dew

5. The fish were

sparkles dew stars

6. What caused the boat to move ?

wind moon sun

- -

fold back

PART III

7. How long did they fish?

a while all night all day

8. Some people thought it was all a

dream joke story

9. Who is going to name the fisherman?

moon poet you

- -

fold back

PART IV

10. Wynken and Blynken are

two little men two little eyes two little boys

11. The shoe was a

boat bed ship

12. You can see these wonderful sights by

going to sleep taking a trip using your imagination

Poetry - Grade 3

1. Read the following poem by Aileen Fisher. Children will listen for words which tell what the wind does. (verbs)

WIND

The wind has lots of noises:
it sniffs,
it puffs,
it whines;
it rumbles like an ocean
through junipers and pines;
it whispers in the windows,
it howls,
it sings,
it hums,
it tells you very plainly
everytime it comes.

2. Ask children how many words they can remember which tell what the wind does.
3. Divide the class into eight teams. Assign one sound to each team. Teacher re-reads poem - children provide sound effects.
4. Children write two sound words that help you to hear each of the following .

1.	a fire	(popping, cracking)
2.	falling rain	(splashing, dripping)
3.	ice	(crackling, crushing)
4.	a clock	(ticking, chiming)
5.	a train	(whistling, chugging)

Writing Poetry   Grades 3 - 6

JAPANESE HAIKU

(Note: The writing of Haiku is suggested for grades 3 - 6.
The reading of Haiku is recommended in grade 2.)

Like Japanese painting which is made with a minimum of brush strokes, a Haiku uses a minimum of words to produce a picture with "overtones".

Listen! what stillness'.
Cicadas buzzing in sun,
drilling into rock.
Basho

After the bells hummed
and were silent, flowers chimed
a peal of fragrance.
Basho

Oh moon, why must you
inspire my neighbor to chirp
all night on a flute!
Koyo

Since my house burned down
I now own a better view
of the rising moon.
Masahide

Suggested procedure for writing Haiku -

1. Teacher - Read several Haiku from CRICKET SONGS. Try to have children discover the following criteria for Haiku:
    a. Word pictures to suggest an idea or feeling.
    b. Word pictures drawn from nature and often suggest a time of day or season.
    c. Haiku are usually seventeen syllables long.
    d. Haiku are written in three lines - five - seven-five syllables.

    (These four characteristics should be written on chalkboard as they are discovered by the class.)
2. Teacher - Copy a sample of Haiku on chalk board - Read orally and have children count and check number of syllables per line.
3. Groups of three brainstorm for five syllable phrases.

Sample Phrases -

above the mountain

fallen petals rise

a sudden shower

crisp autumn wind blows

snow falling softly

dewdrops, limpid, small

4. Secretary of group reads five or six of the best five syllable phrases.
5. Review basic criteria of Haiku from chalk board - Erase -
6. Children write Haiku independently.

Samples of Haiku - Third Grade.

The light of the moon
makes a path for little ducks
to swim in the lake.

-

I see a sparrow
fluttering its tiny wings
with a worm to feed.

-

Snow is fluttering
the squirrels are storing nuts,
winter has begun.

-

Follow up -

Children may wish to illustrate their Haiku and use as a bulletin board display or as a part of the class collection of poetry.

Poetry - Grade 3

FOREIGN CHILDREN

by Robert Louis Stevenson

Suggested procedure -

1. Teacher and class discuss meaning of the word "foreign". (relate to children's backgrounds, recent visitors, important world figures etc.)
2. Teacher will read entire poem while class listens for questions. Have children raise their hands when they hear the question.
3. Distribute copies of the poem to pairs. Each person will orally read alternating verses. Both read the last verse in unison.
4. Children will write answers to questions in as few words as possible. (Teacher may wish to compare answers to questions answering to the way a poet uses a limited number of words to express himself.)
5. Follow up - with your partner make a list of interesting things you would like to do in a foreign land.

FOREIGN CHILDREN

by Robert Louis Stevenson

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O don't you wish that you were me?

You have seen the scarlet trees
And the lions over seas;
You have eaten ostrich eggs,
And turned the turtles off their legs.

Such a life is very fine,
But it's not so nice as mine;
You must often, as you trod,
Have wearied not to be abroad.

You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am save and live at home.

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O don't you wish that you were me?

1. What kind of trees have the foreign children seen? ______________
2. What animal have they seen? ______________
3. What kind of eggs have they eaten? ______________
4. What does the one who is talking eat? ______ ______________
5. Where does he live? ______________
6. Does he think that he or the children in other lands have a better life? ______________
7. Copy the two lines that tell which kind of life he likes best.

____

____

LINGUISTICS

GRADE 3

Vocabulary Building - Grade 3

LESSON 1 WORDS WHICH ANSWER QUESTIONS

Suggested Procedure -

Part 1.

Teacher will list question words such as Who? What? Where? When? and How? on chalkboard.

Read a short selection and have class listen for the words which answer these questions.

Sample selections- (from MR. POPPER'S PENGUINS by Richard and Florence Atwater)

It was an afternoon in late September. In the pleasant little city of Stillwater, Mr. Popper, the house painter, was going home from work.

Who?	What?	Where?	When?	How?
Mr. Popper		afternoon		
Painter		city		
		home		

"Its a penguin," said Mr. Popper proudly.

Who?	What?	How?
Mr. Popper	penguin	proudly

(child should be aware that paragraphs usually will not contain answers to all of the question words)

Additional Selection - (from RABBIT HILL by Robert Lawson)

All the Hill was boiling with excitement. On every side there rose a continual chattering and squeaking, whispering, whistling as the Animals discovered the great news.

Who?	What?	Where?	When?	How?
	animals	hill		
	news			

They started early, for Uncle Analdos really was getting quite elderly and had to travel at a leisurely pace.

Who?	What?	Where?	When?	How?
Uncle Analdos			early	leisurely

Part 2.

Brainstorm in groups of three to find words which will fit the categories. Secretary will make five columns on paper and record responses of the group. (10 minutes)

Sample responses (for teacher reference)

Who?	What?	Where?	When?	How?
painter	bird	porch	morning	quickly
hostess	dragon	village	evening	slowly
teacher	airplane	city	midnight	hurriedly
partner	noise	roof	autumn	suddenly
friend	wind	garage	spring	safely
folks	book	school	sometime	excitedly
gentleman	color	yard		
lady	car			

Secretaries read one response from each category. (Teacher should make a copy of childrens' responses on chalkboard or chart paper for future reference.)

LESSON 2 PHRASES WHICH ANSWER QUESTIONS -

Part 1. Listening - Have children listen to the following selection and identify phrases which answer the question words. (it may be necessary to reread the passage more than once for the children to hear responses to questions.)

Sample(from MR POPPER'S PENGUINS)

who?
What with the excitement of having the great Admiral
how?
Drake speak to him over the radio and his curiosity about
what? who? how?
the admiral's message to him, Mr. Popper did not sleep well
when?
that night.

who? where? how?
Parkey the woodchuck was on the side lawn hungrily
what?
snatching at the straggly patches of grass.
who? how?
The Gray Squirrel was digging around rather hopelessly.
what?
He never could quite remember where he'd buried his nuts,
when
and there had been very few to bury last autumn anyway.

Part 2.- Children use library books in teams of two to locate phrases which answer the question - Who? What? Where? When? How? (ten minutes) - Both write phrases. Have each team choose their best phrase for Who? - Read orally - Continue with What? Where? When? How?

LESSON 3 - Building Phrases to Answer Question Words

(Use sample words from chart recorded in lesson 1 part 2.)

Have children in teams of two build phrases using words from each category.

Sample Phrases (for teacher reference)

Who?

painter

the house painter

the elderly house painter

painter without a ladder

an oil painter

a portrait painter

What?

bird

a small bird

a small winter bird

an injured bird

a song bird

an enormous bird

Where?

porch

On the porch

under the porch

over the porch

around the porch

near the porch

When?

morning

on a morning

on a cool morning

on a cool quiet morning

early in the morning

on a hot sunny morning

How?

walked quickly

quickly ran

quickly moved

jumped quickly

read quickly

Team of four (combine teams) read phrases and choose one phrase from each category for secretary to read to class.

GENERIC WORDS - GRADE 3

Generic words studied in previous grades.

Grade 1 - good, bad, little, big, house, go

Grade 2 - man, woman, happy, sad, nice

- - - - - - - - - - - - - - - -

Many of the words used in oral and written language are generic, as opposed to specific. Generic words are overworked and should be replaced with particular words. Example - A big bear is not the same as an enormous bear. Big could also mean huge, large, grand, great, immense, tall, ample, mighty, towering, gigantic, noble.

(Prior to lesson 1 have children bring in two page-size pictures of something big.)

LESSON 1

a. Teacher - Write these words on chalkboard.

dragon
earth
elephant
mountain
ocean
tower
hippopotamus

Ask children what these words have in common. What three-letter word could describe all of them? (big)

b. Using pictures brought in for homework, have teams of two write a sentence about each of the four pictures using the word "big" as an adjective (describing word) in each sentence.

c. Read some of the sentences orally. The class should recognize "big" as a generic word.

d. Teams list other words which could be used to replace the word "big"(8-10 words) in (7 min.). Draw a line through the generic word "big" in each sentence and write above it a particular word.

e. Share best descriptive sentences with class orally.

f. Teacher write specific words used for the generic word big on oak tag (flash card size). Pictures should be labeled and displayed on bulletin board.

LESSON 2

Brainstorm in teams of 3 to find specific words for the generic words "boy" and "girl". (7 minutes)

Sample list for the teacher's use -

boy	girl
lad	female
youth	mistress
youngster	maid
stripling	lass
schoolboy	lassie
junior	maiden
master	servant
son	damsel
male	miss
	daughter

Children read specific words - teacher should write responses on chalkboard.

Follow up - individuals write sentences using specific words for the words - boy, girl, and big - Suggested themes for sentences -

At the Circus

Adventure in Space

At the Shopping Center

Read sentences in teams of three. Each team will select one sentence to read orally.

LESSON 3

Brainstorm in teams of three for specific words which mean "throw". (7 min.)

Teacher writes specific words on chalkboard or chart paper.

Children use 12" x 18" manila paper and crayons to illustrate the specific word by drawing a picture. Write a sentence label under the picture using the specific word. Underline the word.

PICTURE

_____ _____ _____

sentence

Specific words for the generic word "throw" (for teacher's use)

pitch
toss
cast
fling
hurl
sling
propel
project
chuck
heave
dart
drop
plunge
bolt
overturn

LESSON 4

Teacher should duplicate the following study guide using the generic word "road".

NAME ______________________________(to be duplicated)

Generic words - Lesson 4 - (work with a partner)

Use the particular words in this list to replace the generic word "Road".

street way highway route trail

path roadway avenue lane track

1. The new third grade student didn't know the __________home.

2. Two schools are located on Main __________.

3. Boys were selling corn along the __________.

4. Follow the __________ to the garden gate.

5. Many shops are located on Fifth __________.

6. Traffic on the __________was heavy on the weekend.

7. Which __________will he take when he travels to Chicago?

8. Blueberry bushes grow along the country __________.

9. Some schools have a nature __________near them.

10. Stock cars raced around the __________.

ans. 1. way, 2. street, 3. roadway, 4. path, 5. avenue, 6. highway, 7. route, 8. lane, 9. trail, 10. track.

LESSON 5

Teacher should duplicate the following page using the generic word "dress"

NAME ________________________________(to be duplicated)

Generic words - Lesson 5 - (work with a partner)

Use the particular words in this list to replace the generic word "dress".

clothing garb gown habit

costume frock garment attire

apparel

1. George wore his Halloween ______________ in the parade.

2. The children put on their winter ______________.

3. Suitcases were packed with summer ______________.

4. Sally wore her taffeta ______________ to the birthday party.

5. The hostess had a long red velvet ______________.

6. Early Roman men wore a ______________ called a tunic.

7. The horsewoman wore a black satin riding ______________ to the horse show.

8. Does this store sell women's ______________?

9. Her ______________ was green.

ans.1. costume, 2. garb, 3. clothing, 4. frock, 5. gown, 6. costume,
7. habit, 8. apparel, 9. attire.

Generic and Specific words to be used in Grade 3

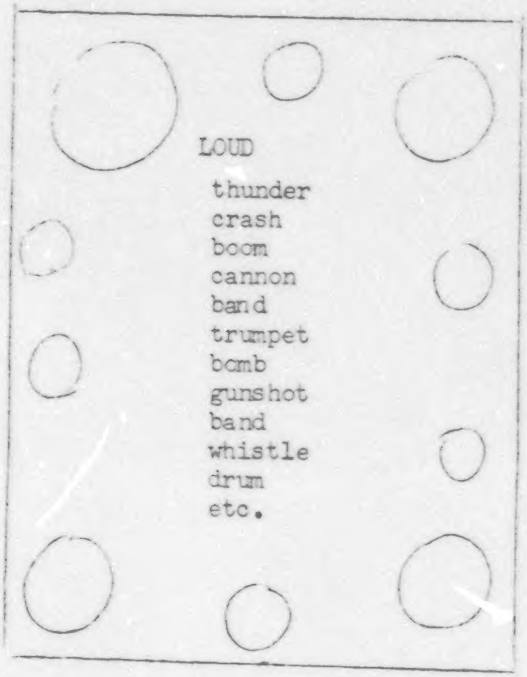
girl	boy	dress	throw	road
female	male	clothing	pitch	way
lass	lad	costume	toss	street
lassie	youth	garb	cast	roadway
maiden	youngster	frock	fling	path
miss	stripling	gown	hurl	highway
mistress	schoolboy	garment	sling	avenue
servant	junior	habit	propel	route
damsel	master	attire	project	lane
daughter	son	apparel	chuck	trail
			heave	track
			dart	
			drop	
			plunge	
			bolt	
			overturn	

DESCRIPTIVE WORDS - GRADE 3

The skill with which children write descriptions depends upon their ability to write pictureqque phrases. This skill may be developed by brainstorming in teams to provide permanent lists of comparisons which may be written and kept for future reference.

LESSON 1

1. Introduce this lesson by making a series of loud noises such as dropping a heavy book, hit desk with ruler, slam door, increase volume on record player, speak in a loud tone of voice.
2. Ask children if they can think of one word which would best describe the noise you made. (Loud)
3. Brainstorm in groups of three (five minutes) to make a list of words which suggest the word loud. Secretary reports to class.
4. Each student should begin a booklet for descriptive words. One 9" x 12" page should be used for each word. Small pictures cut from magazines may be used to illustrate some of the words.



LOUD

thunder
crash
boom
cannon
band
trumpet
bomb
gunshot
band
whistle
drum
etc.

LESSON 2

1. Homework prior to lesson 2.

   Cut and mount pictures of things which are Soft. Mount on 9" x 12" manila.. Make list of descriptive words.

2. Work in teams of 3 to compose list of things which are soft. Secretary reports to class. Teacher makes list on chart paper.
3. Children may add additional words to their lists.
4. Follow up to lesson 1 and 2 - Use the words Sour, Slippery, and Pointed as in lessons 1 and 2. Add these pages to the Descriptive Words booklet.

LESSON 3

Define Simile for the children as a comparison between two unlike things by the use of the words like or as.

1. Teacher reads - children listen to the following selection.

A Visit from St. Nicholas

by Clement C. Moore

His eyes - how they twinkled! his dimples how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow;
The stump of his pipe he held tight in his teeth,
And the smoke it encircled his head like a wreath;
He had a broad little face and a little round belly
That shook when he laughed, like a bowl full of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him in spite of myself.

2. Teacher reads the selection again leaving out similes.

His eyes - how they twinkled! his dimples how merry!
His cheeks ____________, his nose ______________
His droll little mouth was drawn up ______________
And the beard on his chin was white ______________
The stump of his pipe he held tight in his teeth,
And the smoke encircled his head _____________
He had a broad little face and a little round belly
That shook when he laughed, _____________
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him in spite of myself.

3. Ask children which reading contained the similes? What does a simile do for a poem? Have you written a simile? Discuss.

4. Read lines in poem containing similes and have children identify.

5. Use the same procedure with the following two poems.

"Happy Thought" Robert Louis Stevenson

The world is so full of a number of things
I'm sure we should all be happy as kings.

Reread-

The world is so full of a number of things
I'm sure we should all be happy _______________

"Halloween" Harry Behn

Tonight is the night
When dead leaves fly
Like witches on switches
Across the sky

Reread-

Tonight is the night
When dead leaves fly
Across the sky.

Follow up - Have children look through their library books or other reading books to find similes (5 min).

LESSON 4

The purpose of this lesson is to supply nouns (name words) to complete the similes. Answers may vary.

NAME ______________________________ (to be duplicated)

Similes

Put a noun in the blank to complete the simile (work with a partner)

Sample - the children, like bees.

1. the ______________, like a snake
2. a ______________, like a fort
3. the ______________, like a lion
4. a ______________, like a shark
5. the ______________, like thunder
6. the ______________, like diamonds
7. the ______________, like a blanket
8. the ______________, like a watchman
9. the ______________, like a soldier
10. a ______________, like silk
11. the ______________, like a lady
12. a ______________, like a clown
13. ____________ as a lily
14. ____________ as a whistle
15. ____________ as coal

ans: 1. river, 2. hill, 3. wind, 4. submarine, 5. noise, 6. stars, 7. snow, 8. owl, 9. tree, 10. voice, 11. ship, 12. face, 13. white, 14. clean, 15. black

LESSON 5

NAME ______________________________(to be duplicated)

To the Teacher: The purpose of this is to supply verbs to complete the similes. Explain verbs as action words in this lesson.

Similes

Put a verb in the blank to complete the simile - work with a partner.

Sample - moves like a snail

1. ______________like a bird
2. ______________like a snake
3. ______________like a brook
4. ______________like a hammer
5. ______________like a stone
6. ______________like a baby
7. ______________like a witch
8. ______________like a kitten
9. ______________like a beaver
10. _____________ like a monkey
11. _____________ like a fish
12. _____________ like a duck
13. ______________like an owl
14. ______________like a wolf
15. ______________like the wind

LESSON 6 - Listening Lesson -

Read the following riddles. Have children listen for similes and try to answer riddles.

As round as an apple, as deep as a cup,
And all the king's horses cant fill it up (a well)

Round like a biscuit
Busy like a bee,
Prettiest little thing you ever did see. (a watch)

When is your heart like a policeman?
(when it keeps a regular beat)

Why are cowards like butter?
(they run when they get hot)

Why are people like umbrellas?
(they have their ups and downs)

Why is a hat like a king?
(it has a crown)

Why are soldiers like dentists?
(they both have to drill)

When is a tootache like a plot of land?
(when its an acre)

Why is a pack of cards like a garden shed?
(there are spades in it)

Why is the word lilies like a face?
(there are two "i's" in it)

Follow-up - children write simple riddles using similes.

LESSON 7

NAME ______________________________ (to be duplicated)

To the teacher: Children will make self-portraits by using nouns or noun phrases to complete the similes.

A Self-Portrait

A picture of ____________________
(child's name)

I wish I had

eyes like __________, nose like __________,

ears like __________, teeth like __________,

mouth like __________, handslike __________,

feet like __________.

I wish I could

walk like __________, run like __________,

jump like __________, skip like __________,

sit like __________, hop like __________.

I wish I was

as fast as __________, as neat as __________,

as brave as __________, as clever as __________,

as happy as __________.

Draw or paint a picture of your self-portrait.

LESSON 8

Teacher writes the following phrases on the chalkboard. Have children make sentences which include these phrases in similes.

Sample - His hat was as pointed as a steeple.

as poor as
as slippery as
as sour as
as hot as
as sweet as
as happy as
as sad as
as cold as

Read some of the sentences orally.

USING LINGUISTICS - GRADE 3

Kernel sentence - a simple sentence without modifiers. It always consists of a subject and a verb and provides a basis for the construction of more complex sentences.

Sample kernel sentences - N (noun) - V (verb)

A.

1. Boat sank.
2. Children laughed.
3. Flower wilted.
4. Dog barked.
5. Telephone rang.

B.

6. Mother washed.
7. Bee buzzed.
8. Stars glistened.
9. Crowd followed.
10. Monster escaped.

C.

11. Rain fell.
12. Cat climbed.
13. Teacher says.
14. Candles flickered.
15. People talk.

D.

16. Worm crawled.
17. Wind blew.
18. Vase fell.
19. Motor ran.
20. Door closed.

E.

21. President spoke.

22. Mole burrows.

23. Coyote howled.

24. Canoe sank.

25. Tugboat tooted.

F.

26. Insect carried.

27. Rocket blasted.

28. Governor greeted.

29. Bags rustle.

30. Elephant trumpeted.

G.

31. Girls giggle.

32. Puppies whine.

33. Indians traded

34. Candy melted

35. Horses trot

H.

36. Children skip

37. Pilot jumped

38. Bat flew

39. Shoes squeak

40. Bubble burst

I.

41. Tadpoles wiggled

42. Skates rolled

43. Clock chimed

44. Clown juggled
45. Brook gurgles

J.

46. Astronaut walked
47. Umpire shouts
48. Woodpecker pecked
49. Squirrel chattered
50. Water boiled

Preparation of materials

1. Cut one hundred one inch by three inch pieces of paper (preferably oak tag) (three 9" x 12" pieces of paper should be sufficient).
2. Write each noun and each verb on a separate piece of paper.

BOAT SANK

3. Letter ten envelopes - with capital letters. A,B,C . . . J

A B C . . . -

4. Number the nouns and verbs on back of each card.

BOAT	SANK	1.	1.
front	front	back	back

5. Place nouns and verbs numbered 1 - 5 in envelope A, 6 - 10 envelope B, 11 - 15 envelope C, etc.
6. Write the numbers of the Kernels in the right hand corner of the envelope.

Sample

46-50

J

KERNEL SENTENCES -

LESSON 1

1. Define kernel sentence as a simple sentence with only two parts. One part is the subject and the other is the predicate. Subjects often have a kind of word called a noun in them. Predicates tell about the subject and contain a word called a verb.

   Sample:

   Subject - Predicate

   Fish swim

   Swim is the predicate and tells about the subject.

   Fish is the subject.

2. a. Teams of 3 work together and match subjects and predicates.
   b. Check numbers on back to see if they match.
      (Some words will be interchangeable)
   c. Each person in team writes kernel sentences. Remind children each sentence begins with a capital and ends with a period.
   d. Draw a ring around the subject.
      Draw a line under the predicate.
3. Teacher will move from team to team checking one person in each team. This person will be the team checker.
4. Teams who complete their envelopes may make up original kernel sentences.

LESSON 2 - KERNEL

1. Introduce the word noun determiner as a word that often comes before a noun.

   Sample: the, my, a, this, an, some.

   Give children practice saying this word.

   (dē ter mĭn er)

   The boy ran.
   (determiner)

2. Teams of three work together to make and write kernel sentences with a noun determiner. Each team will use a different envelope than they used in previous lesson.
3. Share sentences with class orally - one sentence read by each team.

LESSON 3 - KERNEL - EXPANDED SENTENCES

Start with the kernel sentence which contains a subject and a predicate. Add particular words that will describe the two parts. This will make better and more interesting sentences.

1. Put the following kernel sentence on the chalkboard.

   John ran

2. Expand this sentence one step at a time until the sentence is more interesting.

   a. John ran

   b. John ran quickly

   c. John ran quickly and quietly

   d. John ran quickly and quietly to the box.

The above sentence was expanded in four steps. The following sentence was expanded in three steps.

a. Dinosaurs lived.

b. The monsterous dinosaurs lived.

c. The monsterous dinosaurs lived millions of years ago.

Tell children the number of steps in sentence expansion will vary.

3. Distribute kernel sentences from envelopes (subject and predicate to each child). Individuals will work independently to expand their sentences.

4. Teacher check sentences. Children select new kernel sentences and repeat procedure.

LESSON 4 - Word order in sentences

The meaning of a sentence depends upon the order of the words in it. The purpose of this lesson is to rearrange words in an order that makes sense as a sentence.

1. Sample: to be written on chalkboard.

The small boy's wagon was red.
The boy's small wagon was red.
The boy's red wagon was small.

Ask children to see how the above sentences are alike (same words).

Ask children how they differ. (meaning)

What makes the difference? (order)

2. Write the following sentences on the chalkboard. Have teams of 2 arrange the sentences using all words in as many ways as they can to change the meaning.

a. The dog bit the old man.
b. Tom is here today.
c. Girls like quiet animals.
d. The dogs were chasing several balls.
e. Jack is delivering the groceries.

Complete lesson by having children read sample sentences. Tell the class, "order of words in sentences is important, just as order of sentences in a paragraph is important."

TECHNIQUE FOR WRITING STORY (two-day plan)

First Day

1. Introduce a motivational technique to class.

   example: 1. Jack put his hand on his bulging pocket.

   2. A Martian from Mars knocked on the door of my house.

   3. The clever spy, trapped by the agents, managed to escape.

2. Divide children into groups of five, selecting one person in each group to act as secretary. The secretary should be able to write quickly. Spelling is not a concern during brainstorming.

3. Brainstorming

   Ask the following questions, one at a time, and have the children brainstorm to answer questions.

   Jack put his hand on his bulging pocket.

   Possible questions: (What, where, when, who, why, how)

   1. Why did Jack put his hand on his pocket?
   2. What was in his pocket?
   3. Where was Jack?

   Allow two or three minutes for group to brainstorm each question. Stop and ask the next question. Brainstorm again for two or three minutes. Follow the same procedure for each question. All of the questions may not be pertinent to the motivational technique.

4. Individual story writing

   Give a beginning sentence to any child who has trouble getting started.

   Try to avoid interruptions during the writing period.

Second Day

5. Reading stories

    a. Divide children into groups of three, selecting one person in each group to act as leader. Children read their stories to each other while the teacher circulates among the groups. Group decides which story they would like to have read to the class.

    b. Stories selected by groups are read to class.

    Note: Each child has a chance to read his story without subjecting the entire class to every story.

6. Paired proofreading

    a. Have one dictionary available for each team.

    b. Take one team member's story and together read aloud sentence by sentence.

    c. If either partner finds a mistake (capitalization, punctuation, spelling), make the correction before the next sentence is read. (Dictionary is used for spelling errors.)

    d. Take the other team member's story and together read aloud sentence by sentence, making corrections.

    e. The aim is to produce a correctly written composition before it is passed to the teacher.

Creative Writing - Grade 3 Lesson 1

Developing Creativity through the Senses

What Can You See?

1. Show three objects: book, pencil, toy. Tell the children that these three things are alike in some way. They all have line, shape and color. Point out to the children in what way each object does have line, shape and color.

   Write on the board:

Line	Shape	Color
(draw a line)	(draw a shape)	show color

2. Arrange children in three-man teams with one child acting as scribe. Say: Different kinds of lines make me think of different things. An up and down line makes me think of a steeple. What do up and down lines make you think of? Let children brainstorm for five minutes suggesting possible answers. Discuss and list responses on chart paper or on the board.

   Up and down lines

   a steeple

   a lighthouse

   a rocket

   a king

   a tree

   a skyscraper (Children will suggest others or different ones.)

A flat line makes me think of someone floating in the water. What does a flat line make you think of? Let children brainstorm for five minutes suggesting possible answers. List responses.

Flat lines

field

road

log

someone floating

Lines that curve make me think of smoke. What does a curved line make you think of? Let children brainstorm for five minutes suggesting possible answers. List their responses.

Curved lines
smoke
waves
swan
road
seashell

A thin line makes me think of one thing, but a heavy line makes me think of something else. A thin line makes me think of a spider's web, but a heavy line makes me think of bars on a lion's cage. What does a thin line make you think of? What does a heavy line make you think of? Let children brainstorm suggesting possible answers. List responses on board.

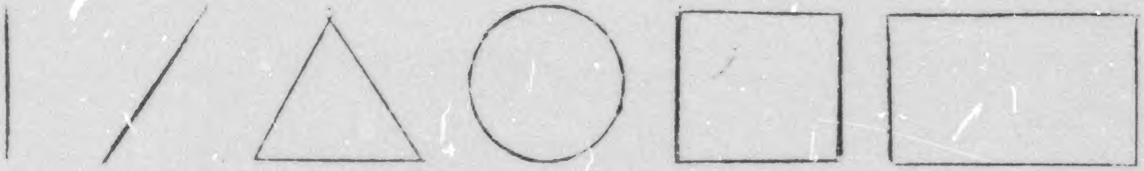
Thin lines	Heavy lines
spider web	bars of lion's cage
pencil line	telephone cable
string	picture frame
yarn	pipes
thread	

A slanted line and a jagged line are not the same. A slanted line makes me think of a slide, but a jagged line makes me think of the edge of a saw. Have children brainstorm suggesting possible responses. List responses on board. (Limited number of possible responses)

Slanted lines	Jagged lines	
slide	edge of saw	
hill	cut glass	crocodile teeth
skiis	lightning	mountain peaks

Children should be able to conclude that everything has lines.

The teacher draws these objects on the board.



Children look at them and write a funny verse, or, a realistic sentence about each figure.

Examples:

This is a soldier marching in a parade.

This bald man
Has just one hair
He's just been chased
By a very large bear.

from Easy in English p. 531

An excellent children's book to use in connection with developing creativity is Going for a Walk with a Line by Douglas MacAgy.

Lesson 2 What Can You See?

1. Again show the children the same three objects that were used for the previous lesson. (book, pencil,toy) Say: These things are different, but yet they are the same! Do you remember how they are alike? (They all have lines.) There is another way in which they are alike. They all have a shape. Write the word shape on the board and have someone come and sketch the shape of the book, the pencil and the toy on the board. Stress general configuration only. The only purpose is to point out that each object has a shape.

2. Arrange children in three-man teams with one child acting as scribe. Say: Different kinds of shapes make me think of different things. A circle makes me think of a beach ball, and a triangle makes me think of a tepee. What do a circle and a triangle make you think of? Let children brainstorm for five minutes suggesting possible answers. List responses.

Circle	Triangle
beach ball	tepee
baseball	arrow
orange	ice cream
bubble	sailboat
ferris wheel	bird's beak
merry-go-round	Christmas tree
table	pointed hat

A square and a rectangle (drawn sample of each on board) make me think of different things. A square makes me think of a checkerboard and a rectangle makes me think of a ladder. What do a square and a rectangle make you think of? Let children brainstorm for five minutes suggesting possible answers. (Some objects will fit either or both categories.)

Square	Rectangle
checkerboard	door
window	table
screen	window
table	building
box	sign
	picture frame

Children should conclude that everything has a shape.

3. Show the same three objects again. (book, pencil, toy) This time say: These things are different, but yet they are the same. They all have _______ and ______. (Let children supply line and shape.) They also have ______. (color) There are bright colors and dark colors. A bright color makes me think of a fire engine. A dark color makes me think of shadows. What are some things bright colors and dark colors make you think of?

Bright colors	Dark colors
fire engine	shadows
flashing light	cave
flowers	storm cloud
sunshine	shade
beachball	night

Children should conclude that everything has color.

Lesson 3

What Can You See?

Ask the children to write sentences using words that show line, shape and color. Read the following samples to give the children suggestions.

The seagull circled around the church steeple.

The black widow spider spun her web.

A blinking light gleamed from the lighthouse.

The boy zigzagged down the slope on his skiis.

Line, shape and color may also be illustrated through drawing.

ex. Write the first sentence. Illustrate it. Later the separate sentences and the separate drawings may be matched and arranged on the bulletin board.

Lesson 4

What Do I Hear?

1. Ask the children to be still and listen, just listen! Open the window so that sounds from the inside and the outside may be heard. Note the children's awareness of sound as they give you their responses.
2. Arrange the children in three-man teams with one child acting as scribe. Say: Different kinds of sounds make me think of different things. A loud sound makes me think of a lion roaring. What does a loud sound make you think of? Let children brainstorm for five minutes suggesting possible responses. Then discuss and list responses on chart paper or on the chalkboard.

Loud sounds

lion roaring

firecracker

drum

clapping

people yelling

horns honking

A soft sound makes me think of a whisper. What does a soft sound make you think of? Let children brainstorm for five minutes suggesting possible responses. Then discuss and list responses.

Soft sounds

whisper

tiptoe

raindrops

snow

clock ticking

bird singing

leaves falling

There are not only loud and soft sounds, but there are long and short sounds. The roar of a jet engine is a long sound, but the slam of a door is a short sound. What long sounds can you think of? What short sounds can you think of? Let children brainstorm for five minutes suggesting possible responses. Then discuss and list responses.

Long sounds

waves

wind

engine

blower

brook

clock ticking

rain falling

bee buzzing

rattling window

snoring

lawn mower

snow blower

Short sounds

bouncing ball

gun shot

bubble gum

horn

knock

bell ringing

balloon popping

There are high sounds and low sounds. A whistle is a high sound, but a bass druss is a low sound. What high sounds and low sounds can you think of? Let children brainstorm for five minutes suggesting possible responses. Then discuss and list responses.

High sounds	Low sounds
whistle	bass drum
tinkle of glass	thunder
bird singing	truck
bell ringing	bus
carolers	jet engine
kitten mewing	steamboat whistle
flute	tractor
	fog horn
	tuba

Lesson 5

What Do I Hear?

1. Remind the children that there are loud sounds and soft sounds, high sounds and low sounds. Use one of the following motivational situations and ask the children to list all of the sounds they could hear if they were:

    at a parade
    walking in the woods
    at the beach
    in the city

2. At another time ask the children to use their imagination and write sentences to answer the question: "What do you hear?" Use the word lists in lesson 4 as a guide. Read the following samples to give the children some suggestions.

    The alarm rings in my ear each morning. (high sound, long sound)
    Leaves rustle in the grass. (soft sound, long sound)
    The waves rolled and rolled onto shore. (long sound, unending sound)

Creative Writing - Grade 3 - Lesson 6

What Do I Touch?

1. Blindfold two or three children and ask them to touch or feel the following things: sandpaper, wood, glass, velvet or fur. Ask them to describe how each object felt when they touched it. Try to elicit such words as: sandpaper - rough; wood - hard; glass - smooth; velvet or fur - soft, smooth.

2. Arrange the children in three-man teams with one child acting as scribe. Say: When I touch a piece of wood, it feels hard. When I touch a piece of fur, it feels soft. Write hard and soft on the board. Let children brainstorm for five minutes suggesting possible responses. Then discuss and list the responses on chart paper or on the board.

Feels hard	Feels soft
a board	kitten's fur
desk	angora
steel	fur coat
nails	ice cream
floor	a mirror
	velvet
	pillow

When I touch sandpaper, it feels rough. When I touch velvet, it feels smooth. Let children brainstorm for five minutes suggesting possible responses. Then discuss and list responses on chart paper or on the board.

Feels rough	Feels smooth
sandpaper	velvet
towel	polished furniture
wall	desktop
crushed stone	carpet

Mention to the children that some things feel hot and others feel cold. Some things feel wet and others feel dry. Your boots may feel wet on your feet, or they may feel dry. The stove may feel hot when you touch it, or it may feel cold.

Lesson 7

What Do I Touch?

1. Remind the children that they touch hard and soft things, rough and smooth things, wet and dry things and hot and cold things.

   Use one of the following motivational situations and ask the children to list all the things they would touch:

   in a store
   at home
   in school
   at Science Museum

2. At another time ask the children to use their imagination and write sentences to answer the question: What do I touch? Use the word lists developed in Lesson 6 as a guide. Read the following examples to give the children some suggestions.

   The water felt icy as the diver went down.
   I like to run my fingers over a polished table.
   My towel is as rough as sandpaper.
   A mirror is as smooth as glass.

MOTIVATIONAL TECHNIQUES FOR WRITING STORIES

GRADE 3

1. Writing a story from music -

   a. Use Dance Macabre (record available through A.V. office)

   b. Have children listen for a story in music. Tell them everyone will not hear the same story because music means something different to each person. When they have the pictures of people, places, and things in their minds, they will be ready to write.

2. Painting a picture with words.

   a. Present three unrelated objects such as - hat, candle, perfume- Ask children to write a story putting all of these objects into their story.

   b. Present a chart with three unrelated pictures such as a policeman, apple, and a horse. Ask children to write a story putting all three pictures in their story.

   c. Have children cut out 3 to 5 unrelated pictures from magazines and make a composite picture. Write a story about the picture.

3. Write about everyday thoughts. Most every child has all kinds of thoughts. Sometimes its fun for children to express their thoughts in writing.

   Some thoughts are about -

   pets, toys, school, homework, parties, recess, brothers and sisters, your room, jobs, wishes, money, friends.

4. Write a Conversation -

   Write a conversation between two cats who live next door to each other. The cats should have many secrets to tell.

5. Write a Fairy Tale -

   a. Read one of Grimms Fairy Tales - Hansel and Gretel, The Rabbits Bride, Rumpelstiltskin. Have children write own Fairy Tale using modern day characters and places.

   b. Write a Fairy Tale to read to a class of first graders (check vocabulary carefully).

6. Write a "You are There" story. Child puts self in center of an important event and acts as a reporter.

   Suggested situations- Local events such as Carnivals, Pet shows, Fourth of July Celebrations, Historical events such as Landing of Columbus, Presidents election, Important discoveries and inventions.

7. Write a fictitious character story. Child pretends he is a story book character. He steps out of a book and tells about his experiences.

8. Write an imaginary animal story. Arrange parts of three animal names to make one name.

   Camel - Rabbit - Dog = Camitog

   Elephant - Kangaroo - Horse = Horeleroo

   Write about this animal - include many of the things the animal can do and does.

9. Write a tall tale. Read excerpts from PECOS BILL. Have children in teams of 5 brainstorm ideas for a tall tale. Individuals write own tall tale.

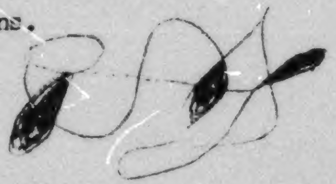
10. Write a fable. Read a fable from Assop -

    The Lion and the Mouse
    The Hare and the Tortoise
    The Ant and the Grasshopper
    The Country Mouse and the Town Mouse

    Have children write own fable showing how the good charabter is rewarded and the bad character is punished.

11. Write an imaginative story -

    a. Make a large string print using; approximately $1\frac{1}{2}$ yards of string dipped in black temperapaint. Lay string by curving and overlapping it on a piece of 12" x 18" manila paper. Press another piece of paper over it for print. Use black crayon and fill in various sections. Have children write what they see - what has happened? What will happen?



    b. Write a story about an invisible friend who often causes you to get into trouble.

    c. Write about a fish who had to take swimming lessons.

    d. Write about a lost animal -

    Bring in lost animal advertisements from newspapers. Write on chalk board. Have children include Who? Why? How? When? Where?

12. Write an alphabet story - Children choose one letter of the alphabet and write a story as though they were that letter.

    Sample story - I am the letter "E", one of the most important letters in My Team - Although I have twenty-five brothers not one of them works as hard as I do. I'm in "Everything" and "Endless" as well as "the Beginning and the End". You need me to Enter and to Exit and also in "Between". I'm called by many names like /ĕ/ in Fred, /ē/ in Gene etc.

V. Mitchell

13. Write a what's new story. Write a story about something you would like to invent.

14. Write a story about a trip to another planet.

15. Write a descriptive story.

Children bring in a picture of their pet or someone's pet they know. Exchange pictures with another person. Have them write five questions about the animal. Give questions and picture to the owner and have children write a story to answer questions.

16. Write a funny story.

List some of the questions on the chalk board.

What if dogs could talk?

What if you had an invisible monkey?

What if you could fly?

What if eating lemons made people sour?

What if you saw a "glook"?

What if potatoes could see with their eyes?

What if ears of corn could hear?

17. Write a mystery story. Halloween.

Read "Halloween" by Robert Frost

"Halloween" by Harry Behn

"This is Halloween" by Dorothy Thompson

(Brainstorm for mystery words.)

18. Write a radio or T.V. commercial. Change the adjectives in a familiar commercial.

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ELABORATIVE THINKING
EXERCISES
GRADE 4

Volume II

CS 202419

BRAINSTORMING

Time Magazine February 18, 1957

"The originator of the brainstorm, Alex F. Osborn, defines it as a method in which groups of people use their brains to storm a creative problem and do so in Commando fashion, with each stormer audaciously attacking the same objective.

A problem is presented and everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thougtless enought to say "It won't work", he is sternly reminded that such remarks are taboo by the chief brainstormer, who clangs a school-marm's bell at him. Anyone is free to hitchhike on an idea, pick it up and improve on it."

Creative Education Foundation, 1614 Rand Building, Buffalo 3, N.Y.

Motto of Foundation - Quotation from Albert Einstein

"Imagination is more important than knowledge."

ELABORATIVE THINKING EXERCISES

Definition

Elaborative thinking means that type of mental activity which requires the reader to go beyond the ideas on the printed page and, by a spontaneous flow of his own thoughts and ideas, give many solutions to a problem related to the selection read.

Purpose of the exercises

The purpose of these exercises is to increase the child's ability to do elaborative thinking. This ability will help to increase the flow of ideas in creative writing and in discussion groups in other subject areas.

Directions

There is a sett of cards for each grade level. It is suggested that these lessons be used weekly. The cards are self-administering and self-correcting. However, the teacher should circulate from group to group giving encouragement and help if needed.

There are 25 cards for each grade level. The essential task is to read the story on the first side of the card, then think of and record many answers to the question given, by drawing upon experience and imagination.

Group children in teams of three. The same three-man teams should work together. Intelligence and reading ability are not factors in grouping. More responses or responses of a more creative nature will result when members of the team are varied in ability and experience.

Each group chooses one secretary, who is the scribe for the group. First, the secretary writes the three names at the top of the paper. Next, the secretary reads the story to the group, helps think of answers, and writes down all the answers given by the members of the group.

The children are given approximately seven to ten minutes to read the story and list as many ideas as they can think of. Pupils may run out of ideas or lose interestt if given a longer period of time. At the conclusion of the period, have the pupils stop writing and check their answers against those on the other side of the card. The children gain more ideas and have more fun when they can check their answers immediately after writing.

Pupils should understand that any given answer isneither correct nor incorrect. The number of answers which may be correct is limited only by the reader's experience or imagination. Pupils may score one point for each answer they have given that is also recorded on the back of the card. Add the total points to get the final score. If a thought is expressed in slightly different words than listed, it still counts one point.

The stories are not graded in difficulty and follow no special sequence, so pupils may take any card in any order. One team may work on Card 10 while another is working on Card 17, and a third on Card 25. Upon completing a card, the teacher keeps a record of the number of that card, or checks it off on a record sheet. The cards may also be used singly, in pairs, or in larger teams, but three is the recommended number. Teams should be congenial, cooperative, and quiet. Neatness should be encouraged.

At the end of a work period, the teacher should collect and examine the papers. Since an unlimited numberof responses may be correct, it is most important that the teacher check on the quality of responses to the elaborative thinking questions. If the teacher feels that the quality of answers has slipped below a worthwhile level, she might discuss this with the children. The main purpose of the exercises, however, is to encourage a large number of responses, flowing spontaneously.

ELABORATIVE THINKING

EXERCISE #1

Tom and Jerry had been fishing for over an hour. Neither of them had had a bite, and they were becoming discouraged. Suddenly Jerry felt a tug at his line. He pulled and pulled. When he got his catch up to the surface, he gave a cry of amazement.

What do you think Jerry saw on the end of his line?

ELABORATIVE THINKING

EXERCISE # 2

Bob and Jane were walking along a country road when they saw a large box in the middle of the road. As they came nearer, they could see labels on the box. DO NOT TOUCH. "What do you suppose is in it?" asked Jane.

What do you think was in the box?

ELABORATIVE THINKING

EXERCISE # 1

1. a fish
2. a boot
3. an old tire
4. a tin can
5. a mermaid
6. a whale
7. a person
8. a box
9. a barrel
10. piece of wood
11. charlie tuna
12. a pocket book
13. a hat
14. a magic lamp
15. nothing
16. weeds
17. half a fish
18. a talking fish
19. an oyster
20. a bottle
21. parts of a bike
22. punctured beach ball
23. a broken basket
24. a tin pipe

ELABORATIVE THINKING

EXERCISE # 2

1. fireworks
2. poison
3. teddy bears
4. dolls
5. snakes
6. dynamite
7. baseball equipment
8. balls
9. jump ropes
10. clothes
11. food
12. books
13. trucks
14. furniture
15. dishes
16. shoes
17. hats
18. beverages
19. jewelry
20. wigs
21. a joke
22. nothing
23. a frog

ELABORATIVE THINKING

EXERCISE # 3

Ned had worked very hard all summer on his vegetable garden. He had planted beans, corn, radishes, pumpkins, and carrots. He weeded every day and watered when the ground looked dry. His hard work had paid off as everything was growing well, and some of the vegetables were almost ready to pick.

One morning when Ned went out to check on his garden, he came running back to the house calling, "Mother, Father, come quick!"

What do you think Ned had seen in the garden?

ELABORATIVE THINKING

EXERCISE # 4

During the summer vacation Jerry and his family took a trip across the country. They wanted to have many pictures to remind them of the places they had been and things they had seen.

What pictures do you think they took?

ELABORATIVE THINKING

EXERCISE #3

1. his plants all eaten
2. everything dug up
3. the Jolly Green Giant
4. a rabbit
5. giant plants
6. a dinosaur
7. people picking his produce
8. elves
9. wolves
10. an elephant
11. a giant rabbit
12. nothing
13. all the produce in baskets ready to be sold
14. vegatables were holding a dance
15. all his friends
16. the man from the local vegatable store
17. people having a picnic
18. snow
19. a baby
20. Cinderella
21. a dog fight
22. a mother cat and kittens
23. a family of skunks

ELABORATIVE THINKING

EXERCISE # 4

1. Grand Canyon
2. Bryce Canyon
3. Painted Desert
4. Zion National Park
5. Old Faithful
6. giant redwoods
7. Sequoia National Park
8. Yosemite National Park
9. Golden Gate
10. corn fields
11. desert
12. Joshua trees
13. sagebrush
14. natural bridge
15. Mississippi River
16. Mammoth Cave
17. Glacier National Pk.
18. Rocky Mountains
19. Donner Pass
20. cowboys
21. pueblo
22. indians
23. hogans
24. people
25. lakes
26. Boulder Dam
27. mountain streams
28. Petrified Forest
29. bears
30. buffalo
31. a ranch
32. wild donkeys
33. an orange grove
34. Mt. Rushmore
35. Disneyland
36. a gold mine
37. Pacific Ocean
38. a ghost town
39. deer
40. underground caves
41. large cities
42. themselves

ELABORATIVE THINKING

EXERCISE # 5

The town in which you live has made a new ruling that automobiles may no longer be used in the town.

What do you think will happen to this town?

ELABORATIVE THINKING

EXERCISE # 6

Don and Bob belonged to a Boys' Club. All the boys had been working hard for a year earning money for their club. They now had $100.00

What are some things the boys could do with their money?

ELABORATIVE THINKING

EXERCISE # 5

1. It would become a ghost town.
2. There would be no food.
3. People would move away.
4. People would ride bicycles.
5. People would use helicopters.
6. People would go by horseback.
7. There would be no milkmen.
8. The people would invent new means of travel.
9. There would be no mail service.
10. The town would be forgotten.
11. Nobody would work.
12. People would become restless.
13. People would fire officials who made laws.
14. The roads would deteriorate.
15. Gas stations would close.
16. Car salesmen would have to find new work.
17. The town wouldn't grow.
18. The teachers would move away.
19. No salesmen would come to town.
20.. All traffic signals would be taken down.
21. They would set up a mono-rail to take people around.
22. Underground shuttle service would be built.
23. Escalator would take people around the town.
24. They would build moving sidewalks.
25. People would build canals and travel by boat.

ELABORATIVE THINKING

EXERCISE # 6

BUY

1. athletic equipment
2. bubble gum
3. an ice cream freezer
4. a tent and camping equipment
5. a snow blower so they could earn more money

GO

6. to the amusement park
7. to dinner and a movie
8. deep sea fishing
9. on a canoe trip
10. to the Science Museum
11. to the beach

GO

12. for an airplane ride
13. to Sturbridge Village
14. to New York City
15. to a baseball game
16. build a club house
17. rent a cabin in the woods
18. repair the club house
19. have a party
20. hire a speaker with films
21. take a tour of the Freedom Trail
22. have a clam bake
23. give the money to charity

ELABORATIVE THINKING

EXERCISE #7

Jonathan's reading group had just finished reading the story of Rip van Winkle. "Boy! Wouldn't it be exciting to go to sleep and wake up twenty-years later?" said Dick. "I wonder what life would be like," thought Alice.

What changes do you think you would find twenty years from now?

ELABORATIVE THINKING

EXERCISE # 8

All the boys and girls in the fourth grade class were very excited. Yesterday the teacher had told them that she would have a surprise for them today. They could hardly wait for her to tell them what it was.

What surprise would you like your teacher to have for you?

ELABORATIVE THINKING

EXERCISE # 7

1. everyone 20 years older
2. telephones with T.V. attachments
3. atomic powered cars
4. lunar holidays
5. people living on the moon
6. people living to older ages
7. instant electronic cooking
8. auto-pilots on cars
9. magnetic highways
10. rapid public transportation
11. computers instead of teachers
12. robots to do chores
13. spray on clothes
14. disposable clothes
15. instant communication
16. automatic homework machines
17. portable one-man helicopters
18. food in capsules-faster to eat
19. new kinds of food
20. push button food delivery
21. weather controlled by push buttons

ELABORATIVE THINKING

EXERCISE #8

1. no homework
2. extra gym class
3. plan a party
4. see a movie
5. guest speaker
6. new books
7. free time
8. candy
9. make flour-salt maps
10. craft lessons
11. creative writing
12. assembly program
13. unexpected holiday
14. moving to new school
15. new teacher
16. field trip
17. going to camp
18. a huge cake
19. new school desks
20. shorter school day
21. visit from a circus clown
22. a letter from the President

ELABORATIVE THINKING

EXERCISE # 9

Robbie was as happy as could be. He had just been given a beautiful new wristwatch for his birthday. He had worn it all day at school and showed it proudly to all his friends.

When he got home, he went to his room to put his watch in a safe place. How startled he was when he took off his jacket and saw that his watch was gone!

What could have happened to the watch?

ELABORATIVE THINKING

EXERCISE # 10

The headlines in the paper read "TWO YEAR OLD DEBBIE FOUND SAFE!" "After an all night search by police and neighbors, two year old Debbie Black was found sleeping safely on a neighbor's lawn."

If you were asked to join a search for a lost two year old neighbor, where would you look?

ELABORATIVE THINKING

EXERCISE # 9

1. He had left it in his desk.
2. His teacher had it.
3. It was in his jacket pocket.
4. One of his friends had it.
5. It was in the gym.
6. He had dropped it.
7. It was in his pants pocket.
8. It was caught inside the sleeve of his jacket.
9. It was caught inside the sleeve of his sweater.
10. A friend had picked it up.
11. He had let his friend wear it.
12. He left it in the lavatory.
13. He left it at the secretary's desk.
14. It was on the playground.
15. It was at his friend's house.
16. It was at the store.
17. A crow came through the window and took it.
18. His dog came running in with it.
19. Brother took it to show it off.
20. Mother found it at the front door.
21. Band had broken - it dropped in the bus.

ELABORATIVE THINKING

EXERCISE # 10

1. in a baby carriage
2. in garages
3. behind bushes
4. in barrels
5. at neighbors' homes
6. in a telephone booth
7. on the next street
8. in the tall grass
9. in the vegetable garden
10. in a dog house
11. behind walls
12. in a play house
13. in a tool shed
14. on porches
15. under lawn furniture
16. in the woods
17. in the bushes
18. under trees
19. under houses
20. in cellars
21. in the rest of the house
22. in the swimming pool
23. in the barn
24. near a lake
25. in the car
26. under the porch
27. down the street
28. downtown
29. in new houses
30. in empty houses
31. in the boat
32. in her bed
33. under her bed

ELABORATIVE THINKING

EXERCISE # 11

It was the middle of winter, Sue and Carl were walking along a snow-covered road through the woods. Suddenly Carl stopped and beckoned to Sue.

"Look, Sue. What ever could have made these footprints? They are huge and nothing like any I have seen before."

What might have made such footprints?

ELABORATIVE THINKING

EXERCISE # 12

One summer at the beach Jill and Al were digging a hole near the edge of the water. It was a day after a big storm, and large waves were washing in pieces of driftwood, old tin cans, and other articles. Suddenly a bottle floated in and settled on the sand right beside the children.

"Look!" cried Jill. "There's a piece of paper in the bottle, and it has writing on it!"

What do you think was written on the paper?

ELABORATIVE THINKING

EXERCISE # 11

1. giant
2. snow shoes
3. dinosaur
4. scraping pine branches
5. elephant
6. boy hopping
7. hurt animal
8. snow queen
9. snow falling off trees
10. man in 7 league boots
11. horse with boots on
12. Gulliver
13. Jolly Green Giant
14. St. Bernard Dog
15. ten centipedes walking side by side
16. space men
17. helicopter had been there
18. friend made them with hands to fool Sue and Carl

ELABORATIVE THINKING

EXERCISE # 12

1. stranded on a desert island
2. whoever finds this return to (name and address)
3. report to the nearest coast guard
4. write me a letter (name and address)
5. sign your name and put bottle back in ocean
6. directions for finding buried treasure
7. nothing - writing has washed off
8. make a ship in this bottle
9. you have won 5 lbs. of salt water taffy.
10. advertising for a local shop
11. where to buy a new boat
12. see how far you can throw me
13. what are you going to do with me?
14. fill me up with fresh water I'm allergic to salt

ELABORATIVE THINKING

EXERCISE # 13

Sally and her family were taking an overnight bus trip. At supper time the bus stopped at an eating place. The bus driver said, "One hour for supper," then he disappeared. Everyone piled out of the bus and into the restaurant. When the hour was over, Sally, her family, and the others climbed back onto the bus. The driver was nowhere around. They waited and waited. Still he did not come.

What do you think had happened to the driver?

ELABORATIVE THINKING

EXERCISE # 14

Ted and Diane were on their way home from school when Diane said, "Look what is coming toward us!"

An elderly lady was riding along the street on a bicycle. She was dressed in black and had a large box tied on the back of her bicycle. She was pedaling very fast.

What do you think the lady was doing?

ELABORATIVE THINKING

EXERCISE # 13

1. fell asleep
2. waiting for his supper
3. sick
4. his replacement hadn't arrived
5. decided to take his holiday
6. called home
7. held up
8. kidnapped
9. took a walk
10. visiting a friend
11. taking pictures
12. went home
13. Quit his job
14. had been taken to hospital
15. was telephoning his girl
16. engine hood fell down on him
17. climbed a tree and couldn't get down
18. took a walk and caught his foot in animal trap
19. fell into a manhole
20. was locked in men's room

ELABORATIVE THINKING

EXERCISE # 14

Going

1. home
2. to the doctor
3. shopping
4. on a vacation
5. into the country
6. to Senior Citizens' Club
7. to bicycle repair shop
8. to buy a car
9. to buy a helicopter
10. to take driving lessons
11. to buy a horse
12. across the country
13. visiting a friend
14. selling flowers
15. advertizing bicycles
16. wanted publicity
17. getting exercise
18. trying to reduce
19. enjoying her ride
20. taking her dog to the vet

ELABORATIVE THINKING

EXERCISE # 15

Mr. Okie had lived in town for years. Joan and Peter had known him for as long as they could remember. Therefore, everyone was surprised to find that his house was for sale and that he was going to live all by himself on an island ten miles off the coast.

Why do you think he wanted to live by himself on an island?

ELABORATIVE THINKING

EXERCISE # 16

Paul and Jeannie were on their way to the store to do some Saturday morning errands. As they approached the center of town, they saw a large crowd of people standing in front of one of the stores. "Let's hurry and see what has happened," said Paul.

What do you think might have happened?

ELABORATIVE THINKING

EXERCISE # 15

1. He didn't like people.
2. He was angry at everyone.
3. He wanted to fish.
4. He was working on a secret invention.
5. He wanted quiet.
6. He wanted to paint seascapes.
7. He decided to be a hermit.
8. He wanted to raise dogs.
9. He wanted to have a bird sanctuary.
10. He was going to be the lighthouse keeper.
11. He was making a study of marine life.
12. He had inherited the island.
13. He didn't have much money.
14. He wanted to write a book.
15. He wanted more fresh air.
16. He wanted to do research with poisonous snakes.
17. He liked the island.

ELABORATIVE THINKING

EXERCISE # 16

1. There was a sale.
2. A new store was opening.
3. Orchids were being given away.
4. There were monkeys in the window.
5. Girl Scouts were having a bake sale.
6. It was a pet shop.
7. There was an unusual display in the window.
8. There was a fashion show.
9. There was a camping show.
10. They were having a raffle.
11. The store had been robbed.
12. The window had just been broken by a runaway car.
13. There was a raccoon asleep in the window.
14. An electric car was on exhibition.
15. There was a robot in the window.
16. There was a demonstration going on.

ELABORATIVE THINKING

EXERCISE # 17

Susan had been invited to a Halloween party. The invitation said that she must wear a costume which she had made herself. Susan couldn't think of any costume she could make. Finally she asked her brother Mike for help.

If you were Mike, what suggestions would you give to Susan?

ELABORATIVE THINKING

EXERCISE # 18

The local T.V. station would like ideas for new programs for boys and girls your age. They have asked the school to send them suggestions. You have been chosen to be on a committee to make a list which will be sent to the station.

What ideas would you like to see on the list?

ELABORATIVE THINKING

EXERCISE # 17

1. space man
2. witch
3. ghost
4. gypsy
5. pirate
6. old lady
7. fairy
8. fat lady
9. clown
10. cowgirl
11. Indian girl
12. bearded lady
13. costume from the newspaper comics
14. Hill Billy costume
15. Cinderella
16. pixie
17. dancer

ELABORATIVE THINKING

EXERCISE #18

1. baseball series
2. space shows
3. prehistoric animals
4. science-fiction
5. foreign countries
6. cartoons
7. Walt Disney-type stories
8. foreign-films for children
9. Revolutionary War stories
10. Civil War stories
11. horror stories
12. mystery stories
13. oceanography
14. Mr. Wizard type programs
15. news programs geared for children
16. news analysis for children
17. rainy-day projects
18. sports personality
19. nature talks
20. magic show
21. personal appearance show

ELABORATIVE THINKING

EXERCISE # 19

Roger came in from play at five o'clock and turned on the T.V. to watch his favorite program. There was nothing but a test pattern on the screen. He turned to another channel and again found only a test pattern. Every channel he tried had nothing but a test pattern.

What do you think had happened?

ELABORATIVE THINKING

EXERCISE # 20

One summer Betsy was traveling with her family across the country. Suddenly they came to a town with signs. No one could read them.

What questions are left unanswered in this story?

ELABORATIVE THINKING

EXERCISE # 19

1. There were explosions at the T.V. stations.
2. A foreign country had taken over all communications.
3. The T.V. employees were on strike.
4. It was a Civil Defense emergency.
5. T.V. communications were being affected by an approaching comet.
6. The T.V. station was having a holiday.
7. Roger's T.V. set was broken and would only show the test pattern.
8. His channel selector wasn't working.
9. Roger was only imagining things.
10. Roger was using a play T.V. set.
11. His father "fixed" the T.V. set.
12. His father painted the test pattern on the set and pulled out the plug.
13. Roger was having a dream.
14. He was sleep walking at night.

ELABORATIVE THINKING

EXERCISE # 20

1. Were they in a foreign country?
2. Could they read?
3. Were the signs in English?
4. Was the town having a centennial?
5. Were there people around?
6. What were the people like?
7. How big was the town?
8. Was it a ghost town?
9. Where was the town?
10. Was it on a main highway?
11. How big were the signs?
12. Was the sign done in picture writing?
13. Was it day or night?
14. Were there street lights on?
15. How large was the lettering?
16. Were they going too fast?
17. Were the car windows clean?
18. Was it raining hard?
19. Was it foggy?
20. Were the signs upside down?

ELABORATIVE THINKING

EXERCISE # 21

Your class has been asked to raise twenty-five dollars to help buy books for the school library. The boys and girls in the class were asked to suggest projects which the class might do to raise this money.

What projects can you think of?

ELABORATIVE THINKING

EXERCISE # 22

You have moved with your family to a new town. It is the middle of the summer, and you would like to make some friends before school starts in the fall.

What could you do to get to know some other boys and girls your age?

ELABORATIVE THINKING

EXERCISE # 21

1. have a cake sale
2. bring a dollar each
3. put on a play
4. have an animal show
5. have a hobby show
6. write a letter to superintendent
7. donate books of their own
8. have a magic show
9. have a speaker and charge money
10. have a white elephant sale
11. have a carnival
12. collect and sell old newspapers
13. collect bottles to return to store
14. gather green stamps
15. have a raffle
16. have a ball game
17. put on a puppet show
18. have a car wash in school yard
19. have an auction
20. selling services (sweeping sidewalks, etc.)

ELABORATIVE THINKING

EXERCISE # 22

1. go to the playground
2. take your dog for a walk
3. go to the library
4. find out where the kids get together and go there
5. ride around on your bike
6. have a party
7. join a club
8. go to the "Y"
9. walk around the town
10. meet your neighbors
11. go to the swimming pool
12. go to the park
13. invite a neighbor for lunch
14. go to the corner store

ELABORATIVE THINKING

EXERCISE # 23

Once there was a terribly mean dragon who did everything he could to frighten people. He would hide behind rocks and trees and then jump out at people with a terrible loud "BOO!"

Everyone in the town tried to think of ways to stop the dragon from frightening them. Finally a little girl said, "I have an idea! Everyone must collect as many paper bags as possible."

What do you think the little girl was going to do with the paper bags?

ELABORATIVE THINKING

EXERCISE # 24

A spaceman was flying to the moon in his rocket ship. When he landed, he climbed out of the spaceship and walked a few hundred feet. Suddenly he heard a roar! He turned around and saw that his spaceship had taken off without him!

How did the spaceman get back to earth?

ELABORATIVE THINKING

EXERCISE # 23

1. build a big fire to frighten the dragon

2. blow them up and pop them at the same time

3. fill them with water and throw them

4.
4. fill with rocks and drop them on the dragon

5. hide behind rocks and scare the dragon

6. tear open bags, draw picture of a more ferocious dragon

7. stuff the bags and make model of a huge dragon

8. hang them on poles and let the wind blow them and scare him away

9. shred all the bags up so dragon would slip

10. make one huge bag and capture dragon

11. stuff them in dragon's mouth

12. tickle the dragon to death

ELABORATIVE THINKING

EXERCISE # 24

1. Someone from earth came for him.

2. He used his auxilary motors and space suit.

3. He radioed for help.

4. He constructed a new spaceship.

5. He found another space ship.

6. He met some moon men who helped him.

7. By means of advanced moon technology he found himself on earth immediately.

8. His own space ship returned after one orbit.

9. He hailed a passing space ship.

10. The pilot in his own space ship returned for him.

11. He returned by the next commutor's flight.

12. He went back on a Russian ship.

ELABORATIVE THINKING

EXERCISE # 25

"Wouldn't it be fun to fly like a bird?" said Philip one day.

"I think it would be great to have wings!" replied Linda.

What would you do if you had wings and could fly?

ELABORATIVE THINKING

EXERCISE # 25

1. fly
2. travel around world
3. look in upper story windows
4. look down chimneys
5. frighten people
6. sit on tops of trees
7. chase insects
8. perch on church steeples
9. practice diving and swooping
10. land on top of Prudential tower.
11. sit on Bunker Hill Monument
12. win at flag-pole sitting
13. take a nap on a cloud
14. run a magic carpet service
15. visit all the airline pilots
16. fly to all kinds of amusement parks
17. fly with Santa Claus on his rounds
18. fly up to North Pole

Poetry - Grade 4

The Pasture by Robert Frost

I. Background information on Robert Frost

- A. Born in San Francisco 1875.
- B. Grew up in Lawrence, Massachusetts.
- C. Went to Dartmouth and Harvard - did not graduate from either college.
- D. Worked to support family as mill hand, shoemaker, teacher, editor of small paper.
- E. Wrote poems for 20 years before he was successful in having anything published.
- F. Several collections of poetry published - only author to win 4 Pulitzer poetry prizes.
- G. Most poems deal with ordinary things found in New England.
- H. Died in 1964

II. Introduction of poem to class for listening

- A. Give class a little information about Frost. Stress fact that Frost wrote about the things he found in small New England towns and on farms.
- B. Tell class that in this poem, "The Pasture", Frost speaks as if he himself is a farmer. He invites you to help him do two things. Listen to see if you can tell what these two things are.

  (clean the pasture spring / fetch the calf)
- C. Read poem to class
- D. Discuss motivating questions (see B).

Poetry - Grade 4

THE PASTURE

III. Analysis of poem

Distribute copies of poem to each child.

A. Have poem read in unison.

B. Vocabulary Building

Have children find the following words and phrases in the poem. If they cannot get the meanings from the context, the teacher may help by supplying them.

1. pasture spring
2. fetch
3. totters
4. sha'n't

C. Factual questions (Purpose - to have children note details)

Teacher writes the following 6 questions on the board. Children, working in pairs, write answers to each question.

1. Where is the farmer going? (to the pasture spring)
2. Why does the spring need cleaning? (leaves have filled it in)
3. What may he do when he finishes cleaning the spring? (wait until the water clears)
4. Where is the little calf? (standing beside its mother)
5. How do you know the calf isn't very strong? (he's young: he totters)
6. How is the mother caring for it? (licking it)

(On another day)

IV. Oral reading and memorization of poem

A. Divide class into 4 groups. Each group read two lines in sequence.

Poetry- Grade 4

THE PASTURE

B. Give class 3 minute memorization period. Each group memorize their two lines. Have entire poem recited from memory.

V. Possible Follow-up

Rough sketch of the 2 mental images developed by reading each of the 2 stanzas.

1. clearing the spring
2. calf beside its mother

(This would be particularly good for children who have worked through the chapter on Word Pictures in the reading text From Codes to Captains.)

POETRY - Grade 4

THE PASTURE

by Robert Frost

I'm going out to clean the pasture spring;

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Poetry - Grade 4

MACAVITY: THE MYSTERY CAT

I. Background information on T.S. Eliot

  A. Born in America 1888

  B. Went to Harvard College, completed course in 3 years.

  C. Studied in England, France, and Germany.

  D. Settled in England, became British citizen 1927.

  E. Has written many notable poems and plays.

  F. Won Nobel Prize for Literature in 1948.

II. Introduction of poem to class for listening

  A. Explanation - Most of T.S. Eliot's poems are difficult to understand, but he has written several poems about cats which are amusing and simple to understand. This particular poem is about a cat named Macavity, who was a mystery cat. Listen as the poem is read to find out what kind of cat Macavity is and why he is called a mystery cat. (Teacher might put these two questions on the board.)

  B. Teacher reads poem. Children listen without copy of poem in front of them. By the end of the poem children will enjoy reciting with teacher the underlined phrases.

III. Discussion of poem (answers will vary)

  A. What kind of cat is Macavity?

  B. Why was Macavity called a mystery cat?

  C. Can you make a picture in your mind of Macavity? (teacher reread third verse to class)

  D. Listen to the following lines to find words which indicate English background of author. Teacher read - Verse 1-line 3; Verse 5-line 2; Verse 6-lines 1 and 2.

Poetry- Grade 4

MACAVITY: THE MYSTERY CAT

IV. Conclude this lesson with a second reading of poem by teacher. Before reading teacher should put on the board the following phrase: "Macavity's not there!" As she reads, she may point to phrase at appropriate places so that children may participate.

(Second Day)

Analysis of poem - Children should have a copy of the poem in front of them for this lesson.

I. Pupils read poem orally changing the pitch and stress of their voice to fit the meaning of the poem. (This may be done by small groups of pupils each reading a verse.) Before reading teacher may ask these questions: Can you hear any words with which you are not familiar? If you don't know these words, do you think it will make any difference to your understanding of the poem?

II. Distribute worksheets to pairs or groups of three. Have these completed. Discuss answers with entire class.

III. Reread poem orally. (This may be done by teacher or again by small groups each reading a verse.)

IV. Concluding questions to be discussed briefly.

- A. Evaluation of vocabulary building.
  - 1. Has a better understanding of the words helped in your understanding of the poem?
  - 2. Has it added to your enjoyment of the poem?
- B. Bring out fact that this is a nonsense poem, a poem purely for enjoyment, by raising the following questions:
  - 1. Could there be a cat such as Macavity?
  - 2. Why do you think Eliot wrote this poem?

Poetry- Grade 4

MACAVITY: THE MYSTERY CAT

V. Possible follow up activities

  A. Reread third verse. Illustrate Macavity.

  B. Read other cat poems by T.S. Eliot

The Old Gumbie Cat	Untermeyer, Golden Treasury of Poetry, page 44
The Ad-Dressing of Cats	Untermeyer, Golden Treasury of Poetry, page 54
The Rum Tum Tugger	Arbuthnot, Time for Poetry, page 220

Poetry - grade 4

MACAVITY: THE MYSTERY CAT

T. S. Eliot

(1) Macavity's a Mystery Cat: he's called the Hidden Paw--

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Poetry - Grade 4

MACAVITY: THE MYSTERY CAT

Worksheet to be used with Lesson 2 of

MACAVITY: THE MYSTERY CAT (to be duplicated)

NAME ______________________________

Find words in the poem which mean the following:

Verse 1	challenge	______________
	puzzling, bewildering	______________
Verse 3	rounded	______________
	not taken care of	______________
Verse 4	wicked person	______________
	side street	______________
Verse 5	robbed (2 words)	______________ ______________
	a support for climbing plants	______________
Verse 6	written agreement	______________
	made known	______________
Verse 7	telling of lies	______________
	an excuse	______________
	someone who acts for another	______________

Verse 1 - defy, bafflement; Verse 3-domed, neglect; Verse 4-fiend, by-street; Verse 5- looted, rifled, trellis; Verse 6- treaty, disclosed; Verse 7- deceitfulness, alibi, agent.

Poetry - Grade 4

WINDY NIGHTS

(first day)

I. Introduction of poem to class

  A. Use of record

    1. Motivating question -What feeling does this music give you?

    2. Play record - Choose either "Bydlo" or "The Catabombs" from Mussorgsky's Pictures at An Exhibition.

    3. Discuss responses from class to motivating question. Lead class to conclude that the feeling is mysterious.

  B. Use of poem

    1. Motivating question - How does this poem remind you of the music?

    2. Teacher reads poem using as mysterious a voice as possible.

    3. Discussion of poem.

      a. Bring out the fact that the poem creates a feeling of mystery.

      b. Tie this feeling in with the similar feeling created by the music.

II. Working with the poem

(Distribute copies to each pupil)

  A. Read poem in unison

  B. List phrases that give the poem its feeling of mystery. This may be done by small groups each with a scribe.

C. Discussion of responses with entire class.

(Second Day)

III. Use of tape recorder

A. Making recording

1. Divide class into 6 groups for the purpose of reading 2 lines each.
2. Prepare to play the same passage of Pictures at An Exhibition, used for introduction.
3. Record class reading poem as record plays in the background.

B. Play back recording to listen for the mood created by the poem and music.

Poetry - Grade 4

(Note: For this lesson you will need the following record:
R-M-43 Pictures at an Exhibition, Mussorgsky. You may order this record through the A-V Department)

WINDY NIGHTS

Robert Louis Stevenson

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at a gallop goes he:
By at a gallop he goes, and then
By he comes back at the gallop again.

Poetry -Grade 4

Suggested poems for memorization or to be used as challenge for accurate copying.

FOG

Carl Sandburg

The fog comes

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SPRING SONG

(from Pippa Passes)
Robert Browning

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven -
All's right with the world!

Poetry - Grade 4

DUST OF SNOW

Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

NIGHT

Sara Teasdale

Stars over snow,
    And in the west a planet
Swinging below a star -
    Look for a lovely thing and you will find it,
It is not far -
    It never will be far.

I HEARD A BIRD SING

Oliver Herford

I heard a bird sing
In the dark of December
A magical thing
And sweet to remember.
"We are nearer to Spring
Then we were in September,"
I heard a bird sing
In the dark of December.

Lewis Carroll

"The time has come," the Walrus said,
"To talk of many things:
Of shoes - and ships - and sealing-wax -
Of cabbages - and Kings -
And why the sea is boiling hot -
And whether pigs have wings."

Poetry - Grade 4

STARS

Carl Sandburg

The stars are too many to count.

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LINGUISTICS

GRADE 4

Vocabulary Building

I. Writing words and phrases which answer

Who? When? Where? What? How?

A. Writing words

1. Brainstorming (lesson 1)

a. Teacher writes the five question words on the board as headings for lists.

Who? When? Where? What? How?

Discuss these words with children and list one or two examples under each heading.

b. Children work in teams of three for ten minutes with a scribe listing as many words as they can think of under each of the five headings on a paper.

Example:

Who?	When?	Where?	What?	How?
doctor	summer	down	rowboat	quickly
we	morning	Maine	egg	brightly
Mom	tomorrow	house	newspaper	quietly
Mr.Parsons	July	far	money	safely
Tim	later	Boston	snake	carefully

(Note: throughout these lessons children will be able to list many more words for the who and what categories than the other three).

c. Teacher with class compile one large list on chart paper (rather than on blackboard so that it may be used for future reference.) Scribe of each team reads words being careful not to repeat those already read.

Charts should be displayed in room for future reference.

2. Skimming (Lesson 2)

   a. Teacher again writes the five question words on the board as headings for lists.

   b. Chart made in first lesson should be visible to all children.

   c. Class is divided into pairs.

   d. Each pair shims a book from the library shelf looking for and listing under proper category the words which were not used in the first lesson. Teacher should set a limit of ten minutes.

   e. These words are added to chart list.

B. Writing Phrases (lesson 3)

1. Brainstorming

   a. Have word chart compiled in previous lessons visible to class.

   b. The teacher should select one word from each of the five categories and show the class how a phrase may be built from that word.

   Examples:

   1) Who? doctor, the busy doctor
   the doctor with the big black bag
   2) When? summer, the summer before
   the long hot summer
   3) Where? down, down the long winding staircase
   down the road
   4) What? rowboat, the large white rowboat with three seats
   the leaky rowboat

5) How? quickly jumped quickly
ran quickly

c. Class is divided into teams of three with a scribe. Each team chooses one word from each of the five categories and builds as many phrases as possible for each word. (ten minute limit)

d. Each team shares its phrases with the class orally by reading one of the best phrases from each category. (These phrases are not to be written)

Suggested procedure: Each team gives its best Who phrase. Teacher lists these on the board as they are read. Then each team gives its best When phrase and these are listed by the teacher on the board. Each team then gives its best Where phrase and the teacher lists these. Continue in the same way with the What and How phrases.

2. Finding phrases in printed material (lesson 4)

a. Have these words on the board

Who? When? Where? What? How?

b. Teacher reads the following sentences from The Enormous Egg by Oliver Butterworth, reading one sentence at a time. After each sentence the children will suggest phrases and tell under which question word it should be placed. Teacher writes these phrases in appropriate places on the board.

where?
We put the scales down on the ground, and I
went over to pick up the animal. He had a
what?
bluish skin like a lizard's, and a funny kind
what? what?
of a beak, something like a snapping turtle has.

I reached down slowly, and slid my hands around
how?
his body.... His skin felt all warm and sort of
how?
slippery and loose.

who? what?
Some crazy scientists found a lot of old bones
and they just made up all that business about
dinosaurs out of their heads.

Nate, you probably should give your dinosaur
What? When?
another meal of grass some time later today.

When?
Pretty early in the afternoon Cynthia got a
What? Where?
telephone call from the Natural History Museum
in New York.

c. Class work in pairs. Each pair has a book from the library shelf.

d. Each pair lists as many phrases as possible which they will locate by skimming the pages of their book. (ten minute limit)

e. Phrases may be shared with class. Teacher motivates by asking, "Who has a good Who phrase?" Have several read. Do this for each of the other four categories.

II. Listing other words from generic words (opposite of specific)

Example: generic word -go, specific words - move, travel, depart, disappear, vanish.

A. (Lesson 1) Introduction or review of term generic word.

(the following words have been developed at lower grade levels:)

(1. good big
bad house
little go

2. man happy
woman sad
nice

3. girl throw
boy road
dress

1. Teacher writes the following sentences on the board with the word walked in place of the blank.
   - a. After the dog had been hit by the car, he walked around the yard.
   - b. The Cub Scouts walked in the parade.
   - c. An old man walked slowly up the hill.
   - d. The burglar walked around the outside of the house before entering.
   - e. The majorette walked at the head of the parade twirling a baton.
   - f. The children walked into the house so they would not wake the sleeping baby.
2. Have the sentences read orally. Ask the class, "How could these sentences be made more interesting?" What could we do to make these sentences give a clearer picture of what is happening?

   Elicit response that another word could be used in place of walked to tell precisely what is happening.

3. Have the sentences read again. Replace the word walked with more specific word suggested by class. Try to elicit the following words: 1. limped, 2. marched, 3. trudged, 4. prowled, 5. strutted, 6. tiptoed

4. Explain to the class that the word walked is a very general word. It doesn't tell exactly what is happening. We call this kind of word a generic word. Words which tell more exactly what we mean are called specific words. A generic word may be used in many situations; for example, the word Walked may be used in all six of the sentences on the board. A specific word may be used only in certain situations; for example, the word tiptoed which we used in sentence 6 could not be used in sentence 1-5. However, the specific words tell much more exactly what we mean and make much more interesting sentences. In our writing we should try to use specific words rather than generic words as often as possible.

5. Can you think of other words to use in place of walked? In teams of three have the children list as many other specific words as they can think of for the word walked. (five minute limit)

(Suggested list

limped
marched
trudged
prowled
strutted
tiptoed

ambled
tramped
trotted
stalked
toured
strolled

roamed
rambled
hiked
stumbled
plodded
staggered)

6. On chart paper for future reference compile a list of all the words the children suggest for walked.

7. Have each child select five words from the chart. Write a sentence for each word selected. Try to make each sentence paint a picture. Underline the specific word used in place of walked.

B. Develop the following generic words in four separate lessons, one lesson for each word:

said storm small beautiful

1. Teacher writesthe generic word for the lesson on the board.

2. Prior to brainstorming teacher should give one or two examples of specific words to help children get started.

3. In teams of three with a five minute limit children list as many specific words as possible for the generic word.

4. Compile a class list. Teacher may suggest words which children have not listed.

5. Have the children select specific words from the list to use in sentences.

6. Suggested follow-up to be used later in the year. Have children proofread their written stories and underline any word they think is generic. They could then write in a more specific word to replace the generic ones.

Vocabulary Building - Grade 4

Sample chart for specific words listed from generic words.

(Note: this list is not a complete and final list. Other words may be added. Be sure, however, not to add a word which is generic; for example, little for small. Little is also a generic word and for this reason has not been included in the list.)

Small	Storm	Said	Beautiful	Walked
tiny	tempest	whispered	pleasing	ambled
wee	gale	shouted	attractive	tramped
slight	squall	told	fair	marched
petite	deluge	asked	graceful	trotted
minute	downpour	murmured	handsome	prowled
elfin	flood	questioned	lovely	stalked
microscopic	torrent	exclaimed	good-looking	toured
slender	blizzard	reported	charming	strolled
miniature	tornado	announced	elegant	roamed
dwarf	hurricane	answered	brilliant	rambled
short	cloudburst	stuttered	radiant	hiked
low	cyclone	explained	splendid	stumbled
	typhoon	called	gorgeous	plodded
		uttered	magnificent	strutted
		mentioned	grand	trudged
		responded	glorious	staggered
		replied	delicate	tiptoed
		cried	stunning	limped
		remarked		
		repeated		
		gasped		

Descriptive Words and Phrases

(lesson 1)

Prior to lesson ask each child to bring in two pictures. The criteria for selection is to find pictures that show something beautiful.

A. Introduce lesson by reading the following poem by Christina Rossetti

What is pink? a rose is pink
By the fountain's brink.
What is red? a poppy's red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro'.
What is white? a swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.
What is violet? clouds are violet
In the summer twilight.
What is orange? why, an orange,
Just an orange!

B. Discussion of poem. Have children suggest additional words which they can think of to answer the question; "What is pink?" Teacher list these words on the board and then have the class develop each word into a noun phrase which gives a clear mental image.

Example:

cheeks	blushing cheeks
dress	a fancy party dress
bubble gum	a large wad of bubble gum
sunset	pink glow in the sunset sky
peachblossom	delicate peachblossom on orchard tree

Use the same procedure with one or two other questions from Rossetti's poem.

C. Teacher erases these lists and writes on the board the question: "What is beautiful?"

D. Class divide into three man teams, each child with his two pictures of something beautiful. Each team list as many phrases as possible to answer the question "What is beautiful?" Use the pictures for starting suggestions and then go on and list as many other phrases as possible. Phrases should give a clear mental picture. (five minute limit)

E. Each team share three of their best phrases with the class by reading them orally.

F. It is recommended that the teacher make a bulletin board using some of the pictures brought in by the children and some of the best phrases.

(lesson 2)

On another day follow above procedure (without pictures) for the questions:

"What is bright?"

"What is dark?"

Brainstorm five minutes for each question.

Again stress that phrases should give a clear mental picture.

(Lesson 3)

Prior to lesson ask each child to bring in two pictures. The criteria for selection is to find one picture which shows something that is high and one which shows something that is low.

Follow the above procedure for the questions;

What is high?

What is low?

Similes

(lesson 1) Introduction

A. Teacher prepare cards with the following similes;. the first part of the simile on one card, the final word on another, to be matched later.

Suggestion: Use two different colors, the first part of the simile on one color, the final word on another.

as flat as a	pancake
as cross as a	bear
as light as a	feather
as busy as a	bee
as quick as a	wink
as quiet as a	mouse
as greedy as a	pig
as proud as a	peacock
as white as a	sheet
as dry as a	bone
as fast as a	wind
as sweet as a	honey
as red as a	beet
as brown as a	berry
as brave as a	lion
as heavy as a	lead
as sly as a	fox
as happy as a	clam

B. Motivating question: Have you ever used the expression "as hard as a rock" or "as cold as ice"? These expressions are called similes. Discuss briefly reasons for using such expressions - gives a clearer image in expressing ideas. Teacher explains to class that today they will be playing a matching game and that they must listen carefully to follow directions.

C. Divide class into two even numbered groups; for example, in a class of thirty, fourteen in one group and sixteen in the other. A class of twenty-seven might be divided fourteen and fourteen, one child participating in both groups.

D. Have cards divided ahead of time being certain there are the correct number of complete similes for each group. For example, in a group of fourteen children you would need seven complete similes.

E. Class remains seated. Group II acts as audience while teacher passes cards, face down to Group I, each child selecting one card at random.

F. Children in Group I read their card silently but do not show it to anyone.

G. Without making a sound the children in Group I hold up their cards so that others are able to see the cards. Then they find a partner whose card will complete their simile. (Their partner's card must make sense with theirs and be a different color.) They go as a team to a designated place in the room where they hold up their cards so that everyone in Group II can see them.

H. In unison Group II reads the similes.

I. Use similes in sentences orally.

Before the class suggests sentences, the teacher should write the following sentences on the board to show how similes are used in sentences:

My chair is as hard as a rock.

Her hands are as cold as ice.

Children in Group II suggest sentences for each simile being held up by Group I.

J. Cards with similes should be displayed on a bulletin board.

(Lesson 2)

A. Group I acts as audience while each child in Group II selects a card. Procedure for Lesson 1 is repeated.

B. At the completion of the lesson the teacher asks, "How are these similes alike?" Elicit response: They all contain the word as.

(Lesson 3)

Expanded use of simile using as.

A. Divide class into three-man teams.

B. Assign two similes from the bulletin board to each team. (Some similes may have to be used twice.)

C. Each simile should be written on a piece of paper by the team secretary.

Team will brainstorm to list as many replacements for the noun in each simile. Either a single word or a phrase may be used. (Time limit five minutes for each simile.)

Before brainstorming samples should be written on the board by the teacher for the following similes:

as hard as a rock

as hard as ice

" " " a stack of dictionaries

" " " the principal's ruler

" " " a piece of candy

" " " the concrete floor

" " " a block of granite

as cold as ice

as cold as snow

" " " a day in January

" " " my fingers in winter

" " ."the inside of the freezer

" " " a night on the moon

" " " the ocean in winter

D. Each team will read two of their best original similes.

E. Teacher may display some of the best orignial similes.

F. Suggested follow-up lesson for independent work.

Each child may select five similes from the original ones displayed on the board and write them in sentences.

(Lesson 4)

Introduce similes using the word like.

A. Teacher write the following sentence on the board; The sun is like a giant Ferris wheel. Teacher points out that this is also a simile. Ask class how this simile is different from the similes in pervious lessons. Flicit response: The word like is used instead of the word as.

B. Teacher should write an incomplete simile on the board. "This wet puppy feels like ____________". Have class supply several phrases to complete

Samples - a slippery eel
a slimy rug
a drowned rat

Vocabulary building - Grade 4

C. Teacher duplicate the following incomplete similes. Have two man teams complete them with phrases. (time limit 10 min)

1) A lion's roar is like _____________.

2) Raindrops are like _______________.

3) The sunshine through the leafy trees made patterns like ___________________.

4) The pounding waves sounded like ________________.

5) The pond is like _____________________.

6) A busy city is like _______________.

7) The field of grain looked like _________________.

8) The noisy classroom is like _____________________.

9) The new pony is like _______________________.

10) Stars are like _________________________.

D. Using the opague projector select at random a few papers to be used as basis for discussion.

E. Teacher may select some of the best like similes to be displayed on the board with the as similes.

F. This would be a good time for the teacher to ask the class why these phrases and sentences are called similes. Elicit response: in each case two things having similarities are compared. The definition for a simile should be given here: A simile is a figure of speech that compares two entirely different things by the use of like or as.

Note: It should be made clear that every time the children see the words like or as a simile is not indicated. A simile is formed only when two unlike things are being compared.

example: I like apples

The boy screamed as the dog ran toward him.

(Lesson 5) Culminating lesson for similes to be done independently.

A. Write the following words on the board.

shell wind elephant moon queen diamond

B. Have the children write a sentence for each noun, comparing it to something else.

Before children start, the teacher should put the two following nouns on the board as examples: apple sun

Write a simile for apple using as such as ,

"My apple is as hard as a rock".

Write a simile for sun using like such as,

"The sun is like a giant Ferris wheel."

Have children try to write some similes of each kind when they are writing their six sentences.

METAPHORS

(Lesson 1)

A. Teacher read to the class the following poem by Vachel Lindsay. Ask them to listen for any comparisons which the poet makes.

The Moon's the North Wind's Cooky

The Moon's the North Wind's Cooky.
He bites it, day by day,
Until there's but a rim of scraps
That crumble all away.

The South Wind is a baker.
He kneads clouds in his den,
And bakes a crisp new moon that ... greedy
North...Wind...eats...again!

Teacher may have to repeat the first line of verse one to elicit response that poet is comparing the moon to a cookie. Reread the first line of verse two to elicit response that he is also comparing the South Wind to a baker.

B. Introduce the term metaphor by writing it on the board and explaining that sometimes we can compare two things without using the words like or as. This kind of comparison is called a metaphor.

Write on the board several other examples such as:

1) The river is a snake winding through the land.
2) The snow is a blanket covering the earth.
3) Green grass is a carpet on which to walk.

In each example have the children identify the two things being compared.

C. Writing metaphors (ten minute limit)

With a partner write at least one sentence for each of the following words:

star ocean flower rain leaf

Each sentence should begin like this:

"A star is ...." Do not use like or as.

D. Each two man team selects their two best metaphors to read to the class.

(Lesson 2)

A. Review definition of metaphor - a comparison of two unlike things without using the words like or as.

Give one or two examples:

My brother was a bear this morning.

The wind was a lost child wailing for its mother.

B. Read the following poem from Our Language Today 6, American Book Company, 1967, p. 80.

Have the children listen for metaphors.

AUTUMN FIRES

(author unknown)

The maple is a dainty maid,
The pet of all the wood,
Who lights the dusky forest glade
With scarlet cloak and hood.

The elm a lovely lady is,
In shimmering robes of gold,
That catch the sunlight when she moves,
And glisten, fold on fold.

The sumac is a gypsy queen,
Who flaunts in crimson dressed,
And wild along the roadside runs,
Red blossoms in her breast.

And towering high above the wood,
All in his purple cloak,
A monarch in his splendor is
The proud and princely oak.

Reread the poem one verse at a time. After each verse have children tell the two things that are being compared.

Verse 1	a maple tree and a dainty maid (young lady)
Verse 2	an elm tree and a lovely lady
Verse 3	a sumac and a gypsy queen
Verse 4	an oak and a monarch (ruler, prince)

C. Writing metaphors (ten minute limit)

With a partner write one or more metaphors for each of the following nouns:

willow tree   fog   sand   darkness   firefly

D. Share best metaphors with class.

E. Teacher should point out here that the purpose for using similes and metaphors is to make their writing more colorful.

KERNEL SENTENCE

A kernel sentence is a simple sentence without modifiers. It is like the frame of a house. From it more complex sentences can be built.

Following is a list of kernel sentences for use at fourth grade level. Suggestions for using these kernel sentences may be found on succeeding pages.

Clock ticked.
Tree fell.
Plane soared.
Baby cried.
Rain fell.
Mary danced.
Light shone.
Giraffe stood.
Boy skied.
Men helped.
Door squeaked.
Jerry read.
Steeple towered.
Voice called.
Boys wandered
Fire burned.
President spoke.
Musician played.
Clown rode.
Storekeeper showed.

Parachute dropped.
Mouse scurried.
Wind whistled.
Fish swam.
Motorcycle roared.
Rabbit hopped.
Ted laughed.
Boys met.
Ice melted.
Pigeons flew.
Sue drank.
Girls hurried.
Bell rang.
Clouds drifted.
Lady screamed.
Scissors snipped.
Workers lifted.
Tom stumbled.
Snow covered.
Boats sailed.

Horse galloped.
Swan floated.
Teacher spoke.
Fire engine raced.
Boy grinned.
River flowed.
Camera clicked.
John saved.
Worm crawled.
Branches swayed.
Mountains rose.
Car stopped.
Water poured.
Glasses broke.
Waves pounded.
Sugar spilled.
Police chased.
Mayor announced.
Bees swarmed.
Leaves fluttered.

EXPANDING SENTENCES

(Lesson 1) Introduction

A. Write a kernel sentence on the board such as Girl walked. Have a child suggest one word which could be added to the kernel sentence. This child should come to the board and rewrite the sentence with the added word under the kernel sentence, such as:

Girl walked slowly.

This child then calls on another child who will rewrite the sentence adding another word.

Keep adding words or phrases until the sentence has been expanded.

Example: The girl with long blond pigtails walked slowly down the front steps of the house and out onto the sidewalk.

Possible step by step expansion of the sentence.

Girl walked.

Girl walked slowly.

The girl walked slowly.

The girl with pigtails walked slowly.

The girl with blond pigtails walked slowly.

The girl with long blond pigtails walked slowly.

The girl with long blond pigtails walked slowly down the steps.

The girl with long blond pigtails walked slowly down the front steps.

The girl with long blond pigtails walked slowly down the front steps of the house.

The girl with long blond pigtails walked slowly down the front steps of the house and out onto the sidewalk.

B. Use other kernel sentences such as

Snow fell, Boy ran

Follow the above procedure. Give as many children as possible a chance to expand the sentence by adding a word or phrase.

C. Teacher writes three kernel sentences on the board. (These should be chosen from the list. The teacher should keep a record of which kernels have been used so that none will be repeated during the year.)

Teacher also writes the following question words on the board:

Who? When? Where? What? How?

Explain to the children that when they write their expanded sentences, it may helpful if they keep these five question words in mind. They should try to have their completed sentences answer as many of these questions as possible. In this way their expanded sentences will give clear mental pictures.

D. In two-man teams the children write expanded sentences for the three kernel sentences on the board. (ten minute limit)

E. Have several expanded sentences written on the board for each kernel sentence. Point out to class that one kernel sentence may be expanded in many ways.

Suggested lessons for using kernel sentences.

A. Use procedure suggested in introductory lesson using three different kernel sentences.

B. In teams of two have the children see how many different expansions they can write for one kernel sentence. (10 min. limit)

C. Have children write their own kernel sentences and then expand them. Prior to the lesson have each child bring in a picture. Criteria for selection is to find a picture about which they could write a good descriptive sentence. Each childwrites a kernel sentence for his picture. He should write the kernel sentence on the picture. Staple a piece of lined paper on the back of each picture. Everyone should also have a piece of lined paper on his desk. Each child writesan expanded sentence for his picture. Work on the separate paper until he has a sentence with which he is satisfied. Turn picture over and copy the expanded sentence on the back.

Circulate pictures so that each child will have a chance to work with two or three pictures. Children are not to look at the sentence on the back until they have their sentence ready to add to those already there.

Pictures could be kept in a box and children could work on them when they have spare time.

D. A given number of kernel sentences could be expanded as a home work assignment.

CHANGING SENTENCE ORDER

(Lesson 1)

A. Teacher writes the following words on the board:

bone juicy wants the dog the

Ask the children, "Is this group of words a sentence?" (no)

B. Teacher asks, "Who can make this group of words a sentence?" Have one child rewrite the words as a sentence on the board.

The dog wants the juicy bone.

C. Then teacher asks how this group of words is different from the first group. (Order of words has been changed) The teacher brings out the fact that in the English language the order of words in a sentence is important to the sentence meaning.

D. Teacher then writes the same words in this order.

The juicy bone wants the boy.

Ask the class if the words are a sentence now? (yes) Then ask if the meaning is the same. (no) Changing the sentence order in some sentences does change the meaning.Changing the order in others does not. Reason for changing sentence order is to make a more interesting sentence. Be careful however that in changing the order you do not change the meaning.

E. To illustrate that changing the order of words doesn't always change the sentence meaning, write the following on the board.

The ferocious lion gazed through the bars of his cage.

Ask the children to read the sentence in unison.

Then write the following rearranged word order on the board:

Through the bars of his cage the ferocious lion gazed...

Have children read this sentence in unison.

Ask the children if this group of words is a good sentence.(yes)

Ask whether the meaning of the sentence has been changed by changing the word order. (no)

In this sentence changing the word order does not change the meaning.

F. Teacher writes the following sentences on the board:

The boy ran down the street.
The dog was following the boy.
The boy jumped over the fence.
The dog jumped after him.
The boy chased the dog across the meadow.

Children read the sentences in unison.

Teacher asks why the sentences seem dull.

Elicit response: (They all begin alike)

Teacher then asks what can be done about this.

Elicit response: (Change the order of words so the sentences do not all begin alike.)

Have the class suggest a way in which the first sentence could be changed. (Down the street ran the boy.)

Teacher writes this new sentence on another section of the board.

Work through the entire story for the following responses:

Note: every sentence need not be changed.

(The boy was following the dog.
Over the fence jumped the boy.
After him jumped the dog.
Across the meadow the boy chased the dog).

Summarize lesson by telling children that their own writing will be improved if they sometimes change the order of sentences so that they do not always follow the same pattern. The more variety they can get into their sentence structure, the more interesting their writing will be.

(Lesson 2)

A. Have the children practice changing the order of words in a sentence without changing the sentence meaning. Teacher should duplicate the following sentences for this purpose. This lesson may be done individually or with a partner.

NAME ______________________________(to be duplicated)

Directions: Change the order of words in the following sentences to make a more interesting sentence. Be careful not to change the meaning of the sentence.

1. The cat washed his paws with his tongue.

2. The door closed suddenly.

3. The baseball game will be played although it is raining.

4. The Indian crept through the woods slowly and cautiously.

5. We went out to play when the sun came out.

6. The wagon went over the hill.

7. The class worked on their project all afternoon.

8. The ship floated at anchor silently and mysteriously.

9. The boys entered the building with a great deal of noise.

10. The smoke went up.

1. With his tongue the cat washed his paws.
2. Suddenly the door closed.
3. Although it is raining, the baseball game will be played.
4. Slowly and cautiously the Indian crept through the woods.
5. When the sun came out, we went out to play.
6. Over the hill went the wagon.
7. All the afternoon the class worked on their project.
8. Silently and mysteriously the ship floated at anchor.
9. With a great deal of noise the boys entered the building.
10. Up went the smoke.

TECHNIQUE FOR WRITING A STORY (two-day play)

First day

1. Introduce a motivational technique to class.

   Example:
   1. Jack put his hand on his bulging pocket.
   2. A Martian from Mars knocked on the door of my house.
   3. The clever spy, trapped by the agents, managed to escape.

2. Divide children into groups of five, selecting one person in each group to act as secretary. The secretary should be able to write quickly. Spelling is not a concern during brainstorming.

3. Brainstorming

   Ask the following questions, one at a time, and have the children brainstorm to answer questions.

   Jack put his hand on his bulging pocket.

   Possible questions: (what, where, when, who, why, how)
   1. Why did Jack put his hand on his pocket?
   2. What was in his pocket?
   3. Where was Jack?

   Allow two or three minutes for group to brainstorm each question. Stop and ask the next question. Brainstorm again for two or three minutes. Follow the same procedure for each question. All of the questions may not be pertinent to the motivational technique.

4. Individual story writing

   Give a beginnine sentence to any child who has trouble getting started.

   Try to avoid interruptions during the writing period.

Second day

5. Reading stories

   a. Divide children into groups of three, selecting one person in each group to act as leader. Children read their stories to each other while the teacher circulates among the groups. Group decides which story they would like to have read to the class.

   b. Stories selected by groups are read to class.

   Note: Each child has a chance to read his story without subjecting the entire class to every story.

6. Paired proofreading

   a. Have one dictionary available for each team.

   b. Take one team member's story and together read aloud sentence by sentence.

   c. If either partner finds a mistake (capitalization, punctuation, spelling), make the correction before the next sentence is read. (Dictionary is used for spelling errors.)

   d. Take the other team member's story and together read aloud sentence by sentence, making correction.

   e. The aim is to produce a correctly written composition before it is passed to the teacher.

IDEAS FOR CREATIVE WRITING

I. Using music for motivation

A. "Cloudburst" from Grand Canyon Suite by F. Grofe'

(order through A.V. Department) (approximately eight minutes)

It is important that the teacher does not reveal to the class the title of the record or the selection to be played so that children's ideas will not be limited by what the composer intended.

Motivating questions to be duplicated or written on the board.

1. How does this music make you feel?
2. Where are you? (land or sea? forest or desert? mountains or plains? in a tree? down in the cellar?)

   Is it day or night?

   What season is it?
3. Are you alone?
4. As you listen to the music, does something unexpected or exciting happen to you? What happens?
5. How does the music make you feel at the end? How does your story end?

First listening - Have children seated in groups of three with their duplicated copies of the questions before them. During this listening it is not essential that they answer every question but rather that they use these questions to lead them to think of a theme which they can develop into a story. For those children who are unable to think of anything, the teacher might suggest the following:

storm
giant
battle
ship lost at sea
volcano
tornado

Second listening: At their own seats children develop independently a story based on the theme they have decided upon. Use the duplicated questions to help in developing the theme. Selection should be played for a second time while they write.

B. "Gnomus" from Pictures at an Exhibition by Mussorgsky (order through A.V. Department)

Use with Social Studies Unit on Norway.

1. Children may write a description of their own imagined troll after listening to the above recording.
2. They might enjoy a follow up activity putting their troll into a fairy tale. (not suitable for brainstorming)

C. "In the Hall of the Mountain King" from the Peer Gynt Suite by E. Grieg. (order through A.V. Department)

Use with Social Studies unit on Norway

Teacher should explain to the class that in this selection Peer Gynt visited the King of the Mountain Trolls. Write these motivating questions on the board:

1. What adventures did Peer have?
2. What happened at the end? Have class listen to selection, brainstorm for ideas, and then write stories.

D. Carnival of Animals by Saint Saëns

(order through A.V. Department)

Teacher should play any selection from this record being careful to mention only that this music depicts an animal at the zoo. Do not tell what animal the composer had in mind.

Children brainstorm for answers to the following questions:

1. What animals does this music suggest?
2. What do the animals look like?
3. What are they doing?

Children should choose the one animal mostly clearly suggested to them. While the selection is being played a second time, each child writes the description of his animal, painting the picture with words.

II. Painting a Picture with Words

(note: lesson A. deals with concrete description of physical qualities. Lesson B deals with description of the more abstract qualities of personality.)

A. Obtain several items from the "Lost and Found" collection in your school and display them in the classroom.

Have each child choose one item and write a detailed description of it. The description should be such that the owner could identify his lost article by reading the description.

B. Write a description of the personality of your favorite friend or relation. Use as many colorful words as possible. Questions such as the following could be used for motivation:

1. Who is the person?
2. What kind of person is he or she?
3. What kinds of things does this person like to do?
4. How does this person make you feel?
5. What things do you like best about this person?

III. Writing about - Everyday Thoughts

Children often wonder about many everyday things.

(Have children brainstorm to list things they wonder or think about)

Teacher use the list below to give them some starting suggestions.

your allowance
school
a room of your own
wishes
having a pet
brothers and sisters
chores at home
being helpful

Creative Writing - grade 4

Have a list compiled on board before stories are written Children could then write a story sharing their thoughts and feelings about one of these.

IV. Animals and Pets

A. In order to have the children sympathize with the feelings and problems of a homely animal, read the following poem to them.

THE PLAINT OF THE CAMEL

Charles E. Carryl

Canary-birds feed on sugar and seed,
  Parrots have crackers to crunch;
And, as for the poodles, they tell me the noodles
  Have chickens and cream for their lunch.
    But there's never a question
    About *my* digestion -
    Anything does for me!

Cats, you're aware, can repose in a chair,
  Chickens can roost upon rails;
Puppies are able to sleep in a stable,
  And oysters can slumber in pails,
    But no one supposes
    A poor Camel dozes -
    Any place does for me!

Lambs are enclosed where it's never exposed,
  Coops are constructed for hens;
Kittens are treated to houses well heated,
  And pigs are protected by pens.
    But a Camel comes handy
    Wherever it's sandy -
    Anywhere does for me!

People would laugh if you rode a giraffe,
  Or mounted the back of an ox;
It's nobody's habit to ride on a rabbit,
  Or try to bestraddle a fox.
    But as for a Camel, he's
    Ridden by families -
    Any load does for me!

A snake is as round as a hole in the ground,
  And weasels are wavy and sleek;
And no alligator could ever be straighter
  Than lizards that live in a creek.
    But a Camel's all lumpy
    And bumpy and humpy -
    Any shape does for me!

Have class compile list of homely animals. Each child choose one and, pretending to be that animal, write a first person story of how that animal feels and what he thinks about his size, shape, etc.

B. (Use with unit on Australia)

After studying the animals native to Australia, pretend to be the first American to have seen one and tell a friend how you happened to see it and how it looked.

Use as many specific descriptive words as possible. In proofreading, underline all generic words and replace with specific ones.

Pictures would help the children with the descriptive part of the lesson.

V. Humor

Collect pictures that suggest funny stories. Have each child write a humorous story which one of the pictures suggests to him. (Some of Norman Rockwell's pictures might well be used here.)

VI. Stories about the Future

Tell the children that scientists predict that parts of the body that are not used will waste away to nothingness over a period of many years. If we do not use our legs more, perhaps thousands of years from now human beings may have only useless stumps where we have legs.

Have the children write a story telling what life under these conditions might be like.

During the brainstorming session the children should list all the ways legs are used and then think of possible inventions and substitutions for them.

VII. Writing dialogue or conversation

Suggestion: Since children at this age are not adept in using quotation marks, they might prefer to write these dialogues in play form.

A. Pretend that your classroom clock and the teacher's desk can see and hear and talk.

What do you think they would say to each other after school? Write a conversation between them.

B. What do your pencil and paper talk about at night?

C. Cut out magazine pictures of people's faces. Try to have some of all ages.

Place pictures on the blackboard. Have children choose two faces and write a conversation between them.

VIII. Writing Endings to Stories

Read or tell a short story to the children but do not supply the ending. (Some chapters in Homer Price by Robert McClosky are especially good.) Ask the children to write their own ending to the story. Discuss the possibility of a happy ending, a sad ending, a surprise ending, etc.

After the endings have been written by the children, read or tell the author's ending.

IX. Writing Stories About Unrelated Objects

A. Have displayed several unrelated objects such as, a pair of scissors, a baseball bat, a hair ribbon, a paper towel, and a rock. Ask the children to write a story putting all of these objects into the story.

B. Divide the class into five man teams. Prepare for each team a paper bag in which there are five unrelated objects. Each team leader selects a bag for his group (without seeing the contents). In fifteen minutes each team will evolve a playlet to present to the class. The playlet must include all of the objects in the bag as well as all of the members of the team.

Each team presents its playlet to the other groups.

On the next day the group composes a brief summary of their play. The scribe writes it down in story form.

X. A Pretend Story

A. (Use with Science unit on Prehistoric Life)

Pretend that a fossil or dinosaur model in the museum domes to life and tells an adventure out of its past.

B. Pretend that for just one day you are one inch tall. Write a story telling about some of your adventures during this day.

C. Pretend that for one half hour your ruler is a magic wand. Write a story telling what you would do during that thirty minutes.

1. Where might you go?
2. What magic might you do?
3. What wishes might you make?
4. What adventures might you have?

Remember, you have only thirty minutes!

XI. Writing a mystery story

A. Each child brings to class a small object from home (buckle, button, red cord, etc.). All articles are placed on a large table and numbered. A few at a time, the students pass by the table and eye the objects, then go to their seats and write a mystery story involving one or more of the objects.

B. The Mystery of _______________ School. Each child concocts a mystery story centered around his own school.

XII. Tall Tales

Preceeding this lesson the teacher should discuss with the class the idea of a tall tale using Paul Buryon as an example. It should also be pointed out that a tall tale may be just an exaggeration of an ordinary happening. Divide the class into five man teams. Each group is given a starter situation.

Examples: Martha was late for school. - What could have happened?

Pete couldn't find his homework. - What had happened to it?

Louise came home with a torn dress. - What had happened?

There were pencil marks on Alfred's desk. - How did they get there?

Sam had a black eye. How did he get it?

Sarah found flour all over the kitchen floor. How did it get there?

Brainstorm for possible exaggerated solutions to the problem presented. Each child writes a tall tale using the exaggerations suggested during the brainstorming.

XIII. Miscellaneous

A. Teacher brings in four or five very different shoes; for example, a high-heeled lady's dress shoe, a heavy man's work shoe, a practical low-heeled woman's walking shoe, a slipper, and a sneaker.

Place the shoes where everyone in the room can see them. A few at a time the children should come up and view the shoes.

Have each child write a story incorporating one or more of the shoes. He might pretend to be one of the shoes and write about the shoe in the first person. He might write about a person who had worn one of the shoes.

B. Writing stories from phrases.

Teacher writes a group of three phrases chosen from those below on the board.

Who? Where? When? What? Why?

The children then brainstorm for ideas. Each child writes his own story built around these three phrases.

a tiny box
an apple tree
a dark sky

sound of a train whistle
buried treasure
a red sweater

an old bony horse
a new pink dress
the barking of a dog

a still night
two boys
five pennies

the sound of a siren
ginger bread
an empty house

a new red car
a cat's meow
a hungry stranger

C. Write a story from an "ink blot". Have each child make his own ink blot by dropping a small amount of paint onto the middle of a piece of 9" x 12" white drawing paper. Fold the paper in half, open, and leave to dry. When dry have each child write a story to go with his "ink blot".

D. Have selected fourth graders go to a first grade classroom and act as scribe for the first graders in their creative writing.

XIV. Story Starters

Titles

It Happened Only Last Night
The Day I Went to the Moon
Money of My Own
Things I Want to Change
The Trap
The Queen Who Loved Her People
The Bear That Wouldn't Growl
The Girl Who Collected Hats
A Runaway Raft
An Exciting Find

Creative Writing - grade 4

Sentences

John had a queer premonition of disaster.

I had been uneasy all evening.

It was the darkest night Sandy had ever experienced.

A spider - a big, black fellow - dropped from the ceiling and landed right beside me.

"I wonder if I'll ever make it home with that soft tire on my bike," Mary thought and she pedaled up the hill.

I had never seen such a morning. The very sunshine seemed to dance.

One windy day Little Hunko, the elephant, and three friends went to one of their favorite places in the steamy-hot jungle.

It rained and rained and rained.

There was a giant living in the castle on the hill.

Ted tossed his ice skates over his shoulder and hurried from the house.

Settings

A boat trip.

A mysterious happening.

Two enemies survive a fight on the moon.

You are lost.

You lost your gravity.

On the way to the store to do an important errand for your mother, you see a toy in a store window which you want very much.

While walking backward in the park (your favorite way), you bump into a crocodile.

Creative writing - grade 4

The pirate captures a boy or girl and hides the child on his boat.

Bill and Alice are sitting around on a gloomy day wishing something exciting would happen. Then there is a loud screeching noise.

Walking along the road on a hot summer's day, you meet a horse with wings.

Six fairies were playing and dancing in a shady glen. You hear them talking about their magic powers.

ELABORATIVE THINKING

EXERCISES 1 - 25

BRAINSTORMING

Time Magazine February 18, 1957

"The originator of the brainstorm, Alex F. Osborn, defines it as a method in which groups of people use their brains to storm a creative problem and do so in Commando fashion, with each stormer audaciously attacking the same objective.

A problem is presented and everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thoughtless enought to say "It won't work", he is sternly reminded that such remarks are taboo by the chief brainstormer, who clangs a school-marm's bell at him. Anyone is free to hitchhike on an idea, pick it up and improve on it."

Creative Education Foundation, 1614 Rand Building, Buffalo 3, N.Y.

Motto of Foundation - Quotation from Albert Einstein

"Imagination is more important than knowledge."

ELABORATIVE THINKING EXERCISES

Definition

Elaborative thinking means that type of mental activity which requires the reader to go beyond the ideas on the printed page and, by a spontaneous flow of his own thoughts and ideas, give many solutions to a problem related to the selection read.

Purpose of the exercises

The purpose of these exercises is to increase the child's ability to do elaborative thinking. This ability will help to increase the flow of ideas in creative writing and in discussion groups in other subject areas.

Directions

There is a set of cards for each grade level. It is suggested that these lessons be used weekly. The cards are self-administering and self-correcting. However, the teacher should circulate from group to group giving encouragement and help if needed.

There are 25 cards for each grade level. The essential task is to read the story on the first side of the card, then think of and record many answers to the question given, by drawing upon experience and imagination.

Group children in teams of three. The same three-man teams should work together. Intelligence and reading ability are not factors in grouping. More responses or responses of a more creative nature will result when members of the team are varied in ability and experience.

Each group chooses one secretary, who is the scribe for the group. First, the secretary writes the three names at the top of the paper. Next, the secretary reads the story to the group, helps think of answers, and writes down all the answers given by the members of the group.

The children are given approximately seven to ten minutes to read the story and list as many ideas as they can think of. Pupils may run out of ideas or lose interest if given a longer period of time. At the conclusion of the period, have the pupils stop writing and check their answers against those on the other side of the card. The children gain more ideas and have more fun when they can check their answers immediately after writing.

Pupils should understand that any given answer is neither correct nor incorrect. The number of answers which may be correct is limited only by the reader's experience or imagination. Pupils may score one point for each answer they have given that is also recorded on the back of the card. Add the total points to get the final score. If a thought is expressed in slightly different words than listed, it still counts one point.

The stories are not graded in difficulty and follow no special sequence, so pupils may take any card in any order. One team may work on Card 10 while another is working on Card 17, and a third on Card 25. Upon completing a card, the teacher keeps a record of the number of that card, or checks it off on a record sheet. The cards may also be used singly, in pairs, or in larger teams, but three is the recommended number. Teams should be congenial, cooperative, and quiet. Neatness should be encouraged.

At the end of a work period, the teacher should collect and examine the papers. Since an unlimited number of responses may be correct, it is most important that the teacher check on the quality of responses to the elaborative thinking questions. If the teacher feels that the quality of answers has slipped below a worthwhile level, she might discuss this with the children. The main purpose of the exercises, however, is to encourage a large number of responses, flowing spontaneously.

ELABORATIVE THINKING

EXERCISE # 1

It was last week of school and the fifth grade was planning a field day. They were worried about the weather. They decided to plan some games and entertainment for rainy weather.

What are some things they might plan?

ELABORATIVE THINKING

EXERCISE # 2

The dungeon was dark, damp and made of solid rock. The only furniture was a broken down bed. By standing on this, the aged prisoner could just see over the edge of a narrow slit-like window.

What things could he see?

ELABORATIVE THINKING

EXERCISE # 1

1. creative drama
2. treasure hunt
3. scavenger hunt
4. movie
5. hand puppets
6. stunts on slips of paper
7. riddles dramatized
8. "Who am I?"
9. play piano
10. talent show
11. play records
12. basketball games
13. whiffle-ball
14. volley ball
15. quiz program
16. have speaker
17. show slides
18. charades
19. square dancing

ELABORATIVE THINKING

EXERCISE #2

1. grass
2. weeds
3. trees
4. sky
5. clouds
6. birds
7. dog
8. airplane
9. helicopter
10. blimp
11. sky writing
12. jet streak
13. smoke
14. lights
15. wires
16. stars
17. sun
18. moon
19. cars
20. legs
21. children
22. water
23. rain
24. snow

ELABORATIVE THINKING

EXERCISE # 3

The small town had tree-shaded streets, comfortable looking homes with neat lawns and flower gardens, shops, cars and people walking around town. There was no evidence of any children.

Why were there no children?

ELABORATIVE THINKING

EXERCISE # 4

It was the last day of school. Sharon and Barbara knew the teacher had many things to do to get ready for the summer cleaning so they offered to stay after school and help.

How could the girls help the teacher?

ELABORATIVE THINKING

EXERCISE # 3

1. The Pied-Piper had taken them away.
2. The town had sent them all to camp.
3. There was a carnival in the park.
4. It was night time.
5. It was circus day in another town.
6. It was a special day at the park.
7. They were watching a special T.V. show.
8. It was brother and sister day at school.
9. It was raining.
10. No children lived there
11. All the children were in school.
12. It was a "retirement" town.
13. No children were allowed in town.
14. The children had gone to the country.
15. The children were hiding.

ELABORATIVE THINKING

EXERCISE #4

1. wash the blackboard
2. clean erasers
3. pack books
4. clean closets
5. wash chalk trays
6. clear bulletin boards
7. put cards in order
8. wash desks
9. tidy teacher's desk drawers
10. polish piano
11. return borrowed articles
12. stack chairs
13. check pupils desks
14. label packed boxes
15. sit and count books
16. tell teacher stories to relieve boredom
17. sort papers
18. make files for masters

ELABORATIVE THINKING

EXERCISE # 5

The children were spending their vacation at the beach. They decided to pretend that they were shipwrecked on a desert island. They picked the spot for their camp. Then they talked about what to bring.

What would you want, if you were shipwrecked on an island?

ELABORATIVE THINKING

EXERCISE # 6

Paul Bunyan and Babe, the Blue Ox, were loping down the mountain road. Suddenly, the whole mountain began to tremble. Paul looked up at the top of the mountain. It was a volcano erupting. Paul knew he had to do something, otherwise all the people in the valley would be killed.

What did Paul Bunyan do?

ELABORATIVE THINKING

EXERCISE # 5

1. dry clothes
2. matches
3. tins of food
4. candy bars
5. drinks in cans
6. transistor radio
7. books
8. magazines
9. binoculars
10. playing cards
11. magic marker
12. hatchet
13. pots and pans
14. rope
15. blankets
16. water purifier
17. signal flag
18. hammer and nails
19. walkie-talkie
20. pup tent
21. fruit
22. powdered milk

ELABORATIVE THINKING

EXERCISE # 6

1. blew the lava to the Pacific Ocean
2. caught the lava in his shoe and poured it back
3. dug a hole with his thumb
4. covered the crater with his hands and kept the rocks and lava in
5. shed a tear which put out flaming mass.
6. picked up the whole mountain and carried it to the ocean
7. caught the lava, made it into balls and threw it into the sun
8. pushed it up and made a statue of Superman
9. made a dam with his arm
10. used Babe as a fan to put out fire
11. picked up village and moved till eruption was over
12. splashed the ocean water with his foot
13. had Babe put her foot in the crater to smother fire
14. carried the people to safety on Babe's back.

ELABORATIVE THINKING

EXCERISE # 7

It stood in the center of the field. It was tall and majestic. There had never been one as beautiful before. The world was astounded by it. Photgraphers and T.V. men were taking pictures. People traveled for miles to look. It just stood there!

What questions were left unanswered?

ELABORATIVE THINKING

EXERCISE # 8

The children were excited. They had found a map - a treasure map - in an old trunk in the attic. The map directed them to the big tree, then 40 paces to the left, around Pointing Rock, down the hill to Beaver Brook, to the mouth of Homer's Cave. "This is the place," screamed Bob. "Let's dig".

The children started to dig furiously. About 4 ft. down, they struck something. They dug and scraped eagerly. Finally, they pulled a huge metal box from the hole - the treasure!

What was in the box?

ELABORATIVE THINKING

EXERCISE # 7

1. What is "it"?
2. Where did this happen?
3. How close could you get to it?
4. Is it alive?
5. How long had it been there?
6. Was it dangerous?
7. Was it a scientific discovery?
8. What was it made of?
9. How did it get there?
10. Did it have any use?
11. How tall was it?
12. Can it be moved?
13. How much did it weigh?
14. Was it one of the seven wonders of the world?
15. Was it colorful?
16. Did it grow?
17. Who made it?
18. Was it man made?

ELABORATIVE THINKING

EXERCISE #8

1. a note saying "Have you had fun?"
2. a large rock
3. a dead bird
4. a doll
5. a small animal skeleton
6. 5 old coins
7. a silver candle stick
8. an old lantern
9. parts of a rifle
10. old newspapers
11. confederate money
12. old jewelry
13. acorns
14. tarnished bugle
15. costume
16. wig
17. pictures
18. magic ring
19. silver spoons
20. treasure map
21. old spectacles

ELABORATIVE THINKING

EXERCISE # 9

This was Brian's first trip to Africa and his first safari. The others were setting up camp. Brian had decided to take a look around even thought he had been warned not to wander. He was lost and trying to be brave. There were many strange noises. Suddenly, a noise on his left attracted his attention. He looked quickly.

What made the noise?

ELABORATIVE THINKING

EXERCISE # 10

It was Halloween. The night was dark and eerie. According to all the stories, the witches would be flying tonight.

The children were out trick-or-treating. They were marching bravely down the center of the road. The children decided to try the big house on the corner. As they passed the huge dark oak tree, something jumped out at them.

What was it?

ELABORATIVE THINKING

EXERCISE # 9

1. a pigmy
2. a snake
3. a lion
4. a giraffe
5. an elephant
6. a jackal
7. a rhinoceros
8. a monkey
9. a tiger
10. a leopard
11. a parrot
12. a cobra
13. a zebra
14. man-eating plant
15. another safari
16. chimpanzee
17. rifle shot

ELABORATIVE THINKING

EXERCISE # 10

1. another trick or treater
2. a skeleton
3. a witch
4. superman
5. a dog
6. batman
7. a bear
8. a devil
9. a wolf
10. a jack-o-lahtern
11. a large balloon
12. a ladder
13. their father
14. a bat
15. an older boy

ELABORATIVE THINKING

EXERCISE # 11

Joe was walking through the woods. He was looking for science specimens. All of a sudden, he heard a noise from the other side of the hill. He raced up the hill to investigate.

What did he see?

ELABORATIVE THINKING

EXERCISE # 12

Jimmy and Joan were sitting in their grandfather's apple orchard. It was very quiet and peaceful. Suddenly they heard a loud whining noise. They looked up and saw a flying saucer. They watched it as it landed in the ravine. The crept to the edge of the ravine and looked down.

What did they see?

ELABORATIVE THINKING

EXERCISE # 11

1. animal in a trap
2. dog with porcupine quills
3. a tree had just crashed down
4. rocks rolling down a hill
5. cub scouts on a hike
6. a hiker who had fallen and was calling for help
7. blasting
8. men target-shooting
9. small airplane, crashed
10. swords clashing
11. charging bull
12. mountain lion
13. boys fighting
14. rocket blast

ELABORATIVE THINKING

EXERCISE # 12

1. bubbles appeared around the edge
2. bubbles opened
3. little creatures climbed out
4. creatures unloaded huge crates with pulleys
5. the bottom of the flying saucer began to spin around
6. saucer dropped into the hole
7. crates were opened and contents spread on top of buried saucer
8. in five minutes a huge forest sprang up
9. the little creatures climbed into the trees
10. nothing
11. flourescent animals
12. Martians
13. flying saucer smashed to pieces
14. Creatrues had a war

ELABORATIVE THINKING

EXERCISE # 13

There was a boy with a magic ring. He could wish for anything he wanted as long as the wish did not hurt someone. If he made a bad wish, the ring would disappear forever. He thought and thought.

What do you think he wished for?

ELABORATIVE THINKING

EXERCISE # 14

The storm had arrived as predicted by the weather forecaster. John was sitting in the house watching television. Suddenly a banging echoed through the house. Mother said it was only a shutter but when John went outside, he found something else.

What did John find ?

ELABORATIVE THINKING

EXERCISE # 13

1. to be an astronaut
2. a candy factory
3. have a toy store
4. own a ranch with horses and cows
5. a big swimming pool
6. to be an important baseball player
7. to be a famous football hero
8. to be a sky diver
9. go to the moon
10. a sports car
11. to be a racing driver
12. to be a skin diver
13. get all "A's"
14. get all "1's"
15. a walkie-talkie
16. transistor radio
17. a new bicycle
18. record player and records

ELABORATIVE THINKING

EXERCISE # 14

1. screen door banging
2. a goat with big horns
3. a rolling barrel
4. the T.V. antenna had fallen down
5. fallen tree
6. someone pounding
7. scared animal
8. mailman
9. telephone repairman
10. fireman
11. meter man
12. John's father

ELABORATIVE THINKING

EXERCISE # 15

The airplane had been forced down at sea. They barely had time to inflate the rafts before the plane sank.

What happened to the people?

ELABORATIVE THINKING

EXERCISE # 16

At the end of the lonely country road stood a deserted house. Bill stood silently in front of the house which some people said was haunted. He decided to investigate. Bill opened the gate and went up the path. When he reached the door, it flew open.

What did he find?

ELABORATIVE THINKING

EXERCISE # 15

1. died
2. rowed to a nearby island
3. sent a radio signal
4. put up flares
5. waved something
6. put note in a bottle
7. drifted to shore
8. another boat came
9. rescued by plane
10. swallowed by whales
11. killed in storm
12. attacked by natives
13. drowned

ELABORATIVE THINKING

EXERCISE # 16

1. a skunk
2. a tramp
3. hundred of animals
4. loads of treasures
5. two ghosts
6. a dog
7. a gang
8. a hermit
9. a hobo
10. wrecking crew
11. real-estate man
12. an old lady
13. cobwebs
14. old furniture
15. old dishes
16. old letters
17. coin collection

ELABORATIVE THINKING

EXERCISE # 17

Miss Roberts said to her class, "Today you have a new kind of exercise to do in your workbooks. Listen carefully and I will tell you how to do it. First, turn to page 25". The children turned to the page.

Right away a boy asked, "How do we do this page?"

Another boy asked, "How many words are we to circle in each question?"

A girl asked, "Is this page like the one we did yesterday?"

What might Miss Roberts say to her class next?

ELABORATIVE THINKING

EXERCISE # 18

Jerry felt like pinching himself but he could not. Jerry was wearing a space suit. Could it be true? Was he really on his way to the moon?

Jerry was in his spacecraft and ready for launching. There was the countdown. Everything in the spacecraft was A-OK. There was the thrust. He was lifting up and off. Jerry was on his way - the first man on the moon!

What do you think he'll find?

ELABORATIVE THINKING

EXERCISE # 17

1. Wait until I tell you.
2. Who can remember the things I told you to do?
3. Think for yourself.
4. Read the directions.
5. You don't listen.
6. Who can tell me?
7. Find a page like this one.
8. Ask your partner.
9. Be quiet.
10. Stop talking when I'm talking.
11. Put your pencils down and listen.
12. What did I say before we started?

ELABORATIVE THINKING

EXERCISE # 18

1. minerals and rare stones
2. another astronaut
3. a strange craft
4. Martians
5. tunnels with large stalactites
6. large craters
7. moon men
8. an underground city
9. a gold mine
10. green cheese
11. mountains
12. unusual plants
13. no people
14. clouds
15. strange people
16. lakes

ELABORATIVE THINKING

EXERCISE # 19

It had been raining all day. The children were growing tired and cross. "What can we play next?" asked Ted. "I'm just tired of this old house."

"I can think of many things that you've never done," said Mary.

What were some of the things Mary thought of?

ELABORATIVE THINKING

EXERCISE # 20

The star ship Enterprise was completing its two year patrol of the Eastern Outer Space Complex. Everything had been normal and routine. The ship turned into it's last orbit. It should be a calm trip home unless - what was it? It loomed in front of them. The computer announced that it was a new planet.

The captain decided to beam down with his men to investigate.

What will they find on the new planet?

ELABORATIVE THINKING

EXERCISE # 19

1. play charades
2. play in the attic
3. find an old trunk
4. look at old pictures
5. play a new card game
6. make candy
7. have a scavenger hunt
8. put on a T.V. show
9. act out riddles
10. give a puppet show
11. make a scrapbook.

ELABORATIVE THINKING

EXERCISE # 20

1. People that look like octopi.
2. Buildings made of sea sponges.
3. All water except for docklike construction containing buildings.
4. Cannons sticking out of the water.
5. Carts drawn by birds.
6. Battle ships
7. Blimps hovering over
8. Fish floating in the air
9. Bats as big as eagles.
10. White tree like plants growing out of the water.
11. Two headed monsters.
12. Mammoth fungi
13. Man eating plants
14. Planet cars
15. Giant plants
16. People appear as beams of light.
17. Beings that bore through rocks.

ELABORATIVE THINKING

EXERCISE # 21

Mr. Babcock was elected mayor of the town. He wanted to make some changes.

What changes did he make in the town?

ELABORATIVE THINKING

EXERCISE # 22

The Scotts were traveling in a covered wagon. They were going to cross the country and find a place to build a new home.

If you were traveling out West with your family this year, how would it be different from the Scott's trip?

ELABORATIVE THINKING

EXERCISE # 21

1. a public swimming pool
2. a recreation center
3. skating ring
4. supervised playgrounds
5. paid fire department
6. public flower gardens
7. band concert every Sunday
8. lower taxes
9. a few field days
10. an ice-cream parlor
11. more tennis courts
12. new baseball park
13. more police protection
14. new elementary schools
15. shorter school year
16. better library
17. low cost housing
18. sewers
19. weekly rubbish collection

ELABORATIVE THINKING

EXERCISE # 22

1. see more people
2. see more gas stations
3. see more restaurants
4. see more cars
5. sleep in motel instead of wagon
6. better roads
7. campers using grilles to cook on
8. coolers to carry food
9. flashlights instead of lanterns
10. radios in towns
11. newspapers to know what is going on
12. no fighting with Indians
13. no worry about water
14. speeding cars
15. food in tins
16. air conditioning in cars
17. restrooms along the way
18. ice cream
19. forest rangers
20. comfortable clothing
21. national parks
22. get there quickly

ELABORATIVE THINKING

EXERCISE # 23

Jimmy pressed the button and the house revolved so that the sun shone in the windows of his room. He pressed another button and a movie flashed on the wall. He pushed another button and could watch his mother preparing dinner. She was putting on the steak. That meant it would be ready in 20 seconds. He'd better go downstairs.

What other inventions do you think they'll have by the year 2500?

ELABORATIVE THINKING

EXERCISE # 24

Bob Jones was very excited. He had entered a contest for clowns and won. He would have the chance to be a clown with the Ringling Bros. Circus when it came to town.

What are some things Bob could do as a clown?

ELABORATIVE THINKING

EXERCISE # 23

1. people flying to work
2. scheduled trips to the moon
3. imports from other planets
4. time travel
5. people migrating to the other planets
6. vacuum cleaning done by push buttons
7. television telephones for everybody
8. portable intercoms -infinite distance
9. vacation satellites
10. underwater hotels
11. successful cures for all ailments
12. routes by computer
13. meals in pill form
14. wireless telephones for all
15. push-button grocery service

ELABORATIVE THINKING

EXERCISE # 24

1. design his own clown face
2. do tricks with his dog
3. stand on his head
4. walk on his hands
5. roll down a ramp
6. do tricks with a rope
7. wear a funny hat
8. make silly faces
9. do a pantomime act
10. jump on a horse
11. ride on an elephant
12. ride on a bigger clown
13. ride a bicycle and do tricks
14. walk on stilts
15. squirt people with water
16. split his pants
17. blow smoke out of his ears
18. get shot from a cannon

ELABORATIVE THINKING

EXERCISE # 25

Nikko was a new boy at the West School. Two weeks ago, he had come from Japan. He was very lonely. He missed his old friends and homeland. Now he must meet strange people and learn their language.

What could they do to help Nikko feel at home in America?

ELABORATIVE THINKING

EXERCISE # 25

1. smile at him
2. teach him to speak English
3. include him in games
4. show him around the town using sign language
5. invite him home for lunch
6. tell your friends to be nice to him
7. give him some of your games
9. teach him how to play baseball
10. try to learn his language
11. be a good friend
12. help him with school work
13. invite him to scout meetings
14. choose him as a partner
15. play with him
16. choose him for your team
17. introduce him to other people

POETRY

GRADE 5

Rhyming Schemes

(to be used in the intermediate grades)

In order to help children note differences in rhyming schemes, tell them that a poet uses different patterns when he writes a poem. Write the following scheme on the board and read the poem to them.

Rhyming Scheme

A
B
A
B

The Swing

How would you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Robert Louis Stevenson

Sometimes a poet uses a rhyming couplet. Listen to Robert Louis Stevenson's "Happy Thought" and see if you can tell the rhyming scheme.

The world is so full of a number of things,
I'm sure we shoudl all be as happy as kings.

Rhyming Scheme

A

A

This time Robert Louis Stevenson uses a different pattern to write "My Shadow." Listen as I read the poem and see if you can tell the rhyming scheme he uses.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

Rhyming Scheme

A
A
B
B

Here is another poem by Robert Louis Stevenson. See if you can tell what rhyming scheme the poet uses in "Where Go the Boats?"

Dark brown is the river,
Golden is the sand.
It flows along forever
With trees on either hand.

Rhyming Scheme

A
B
C
B

Stevenson uses this same rhyming scheme in "Autumn Fires".

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Listen to this rhyming scheme and see if it is different from the other schemes. Stevenson has called this poem "Requiem".

Under the wide and starry sky
Dig the grave and let me lie,
Glad did I live and gladly die,
And I laid me down with a will.

Rhyming Scheme

A
A
A
B

Follow-up

Since Stevenson's poetry is readily available, children will enjoy finding other poems to fit the schemes.

They can also look through other anthologies for poetry by other authors.

The Blind Men and the Elephant

Overview:

- A. Give brief introduction (1)
- B. Read poem to class (2)
- C. Distribute copies of poems.
- D. Class discussion.
- E. Follow-up study guide:
  - 1. Noting detail.
  - 2. Vocabulary.
- F. Creative activities.
- G. Memorize poem (based on pupil preference)

THE BLIND MEN AND THE ELEPHANT

A Hindoo Fable

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the elephant,
And happening to fall
Against his broad and sturdy side
At once began to bawl;
"God bless me! but the elephant
Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake;
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain, " quoth he:
'Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Than, seiging on the swinging tail,
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Thought each was partly in the right,
And all were in the wrong!

The Blind Men and the Elephant

A. This poem tells what happened when six men went to see an elephant in Indostan. Listen to find out what each man saw.

B. Read poem to the class. (Next page)

C. Distribute copies of poem.

   1. Read in unison.

D. Discussion

   1. What did each man see?
   2. Were all correct? (yes)
   3. Were all the men wrong? (yes)(They saw only a part of what was there and called it a whole.)
   4. How could you avoid their errors? (By carefully observing a thing from all angles, using all senses and knowledge available.)

Poetry - Grade 5 (To be duplicated)

STUDY GUIDE-- The Blind Men and the Elephant Pt. A

NAME ______________________________

Fill in the missing words:

1. It was __________ men of Indostan.

2. The __________ man said the elephant "Is very like a spear!"

3. The __________ man said the elephant "Is very like a rope!"

4. The __________ man said the elephant "Is very like a snake!"

5. The __________ man said the elephant "Is very like a wall!"

6. The __________ man said the elephant "Is very like a tree!"

7. The __________ man said the elephant "Is very like a fox!"

8. What did all the men have in common?

1. six, 2. second, 3. sixth, 4. third, 5. first, 6. fourth, 7. fifth, 8. they were all blind.

Study Guide -- The Blind Men and the Elephant Pt. B
Vocabulary

NAME ______________________________

These words were used in the poem. Can you think what they mean? You may use your poem, if you need help.

1. inclined ________
2. observation ________
3. bawl ____________
4. approached ________
5. spake ____________
6. wondrous __________
7. E'en _____________
8. grope _____________
9. scope _____________

a. to go near
b. to feel one's way with the hands
c. amount of understanding
d. tendency, leaning
e. Old English for speak
f. the act of noticing
g. to cry out with a loud sound
h. even
i. extraordinary

1. d, 2.f, 3.g, 4.a, 5.e, 6.i, 7.h, 8.b, 9.c,

The Blind Men and the Elephant

Creative follow-up

We read a poem about six blind men, who all had a different idea of what an elephant was like. Let's divide into groups of "six blind men".

I will give each group an object. (ex. stuffed animal, doll, pocketbook, game.) You must keep your eyes closed, and "see" it with only your hands. After each person in your group "has seen" the object, I will take it away. Then I will give you five minutes to jot down your description. Then you will compare what you have written with other members of your group. Use the criteria on the board as a guide.

(Put on the board)

1. Did you all have the same ideas?
2. Can we rely on knowing only part of a thing?
3. What would we need to make our descriptions more complete?

After group discussion, the objects are returned to the group for comparison.

1. How much did you learn the first way?
2. How much more accurately can you describe the object now.
3. Conclusions from comparison.

(Answers vary)

(ex. We know more about it.)

THE WINDMILL

We usually think of poets as far removed from anyone with whom we could possibly be acquainted. One of America's most famous poets, Henry Wardsworth Longfellow, was practically a neighbor. If we had been living at that time, (1807-1882) we might have met him walking in Boston or in Cambridge. He lived in Craigie House in Cambridge. Perhaps the next time you go into town you could stop for a visit. As a poet, he belongs to the world but his home was with us.

Today we are going to listen to a poem by Longfellow called The Windmill. I think you all know what a windmill looks like, but this time I want you to use your imagination. Are you ready? Close your eyes. I want you to imagine you are a great windmill. The wind is hitting your sails and your arms are going round and round, grinding meal with your great stone as they turn. You tower over the countryside. You are sure, that without you, the windmill, nothing could go on.

Perhaps this is what you would be thinking . . . . .

Read Poem

THE WINDMILL

Henry Wadsworth Longfellow

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow
I meet it face to face,
As a brave man meets his foe.

The Windmill (continued)

And while we wrestle and strive,
My master, the miller stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

THE WINDMILL - questions for Discussion (if desired)

1. What does the windmill do?

2. The windmill said,

   "With my granite jaws I devour
   The maize, and the wheat, and the rye,"

   What does he mean?

3. Who depends on the windmill for his livelihood?

4. What happens to the windmill on Sundays?

5. Suggested activities

   Children may choose what they prefer.

   1. Make paintings of windmills.
   2. Make a mill with actual grinding stone-water etc. (small group)
   3. Write new poems about inanimate objects example: traffic light, general store.

ALADDIN

James Russell Lowell

When I was a beggarly boy
  And lived in a cellar damp,
I had not a friend nor a toy,
  But I had Aladdin's lamp;
When I could not sleep for the cold,
  I had enough fire in my brain,
And builded, with roofs of gold,
  My beautiful castles in Spain!

Since then I have toiled day and night,
  I have money and power good store,
But I'd give all my lamps of silver bright,
  For the one that is mine no more;
Take Fortune, whatever you choose,
  You gave, and may snatch again;
I have nothing 'twould pain me to lose,
  For I own no more castles in Spain!

ALADDIN

Background for Teacher.

A. Ask children if they know any poets. (local poets etc.)

1. What kind of people do you think they are?
2. Could you tell a person is a poet by looking at him?
3. Do you know interesting facts about different poets?

Today we are going to learn about a new poet - James Russell Lowell

1. Born Cambridge (1819)
2. Did any of your parents go to Harvard? Lowell did - very good in Languages and Literature but neglected all other subjects.
3. Wrote many books of poetry. (A Year's Life, Bigelow Papers, A Fable for Critics)
4. Editor of Atlantic Monthly. (Do you receive this magazine?)
5. Ambassador to Spain and England.
6. Died Cambridge (1891)

Suggested Procedure for Motivating Pupils

A. Discuss name of poem with the class.

1. Who was Aladdin?
2. What was different about his lamp?

(A young man in the Arabian Nights who obtains a magic lamp or ring, the rubbing of which causes a jinni to appear who fulfills the wish of the one who has the lamp or ring.)

B. Listen to the poem to find if it is about the Aladdin we know. (no) Is it concerned with magic feats? (no) If not, what is the main idea of the poem? (a man gains many things but loses his dreams)

C. Distribute copies after the oral reading.

D. Class reads poem in unison.

Second Day

A. Reread poem in unison.

B. Suggested questions for analysis.

1. Is Aladdin the one speaking? (no)
2. What does the "I" in the poem mean? (another person)
3. Could it be you? a friend? (yes)
4. How did he finally get enough money and goods? (2nd stanza) toiled day and night
5. What do the following figures of speech mean -
   "fire in my brain" (full of wonderful ideas)
   "castles in Spain" (wonderful day dreams that would never come true.)

Suggested follow-up

A. Every word in a poem is important. Demonstrate this by rewriting first stanza of poem in prose form, with class. Decide which is more interesting.

B. Use poem as a springboard for creative writing - poetry or prose.

"If I had Aladdin's lamp"

Divide into three-man teams, in order to list the many, many wishes that could "come true" with Aladdin's lamp. Stress originality. Three man teams should be limited to a ten minute period so that interest will remain high.

Extra project - pupils may use ideas to write poetry or prose.

JUST NONSENSE

(for enjoyment)

A flea and a fly in a flue,
Said, "Good gracious, what shall we do?"
Said the flea, "Let us fly,"
Said the fly, "Let us flee,"
So they flew, through a flaw in the flue.

RELATIVITY

There was a young lady named Bright,
Who travelled much faster than light,
    She started one day
    In a relative way,
And returned on the previous night.

THE WISE OLD OWL

A wise old owl sat on an oak,
The more he saw, the less he spoke;
The less he spoke the more he heard;
Why aren't we like that wise old bird?

Edward H. Richards

THERE WAS AN OLD LADY

There was an old lady who swallowed a fly
I don't know why
She swallowed the fly
Poor old lady; I think she'll die.

I know an old lady who swallowed a spider
That wiggled and jiggled and tickled inside her.
She swallowed the spider
To catch the fly.
I don't know why
She swallowed the fly.
Poor old lady; I think she'll die.

There was an old lady who swallowed a bird.
Swallowed a bird. How absurd!
She swallowed the bird
To catch the spider.
That wiggled and jiggled and tickled inside her.
She swallowed the spider
To catch the fly.
I don't know why she swallowed the fly,
Poor old lady, I think she'll die.

There Was an Old Lady con't.

There was an old lady who swallowed a cat.
Fancy that! She swallowed a cat.
She swallowed the cat
To catch the bird.
Shw swallowed the bird
To catch the spider
That wiggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly
I don't know why she swallowed the fly.
Poor old lady, I think she'll die.

There was an old lady who swallowed a dog.
What a hog to swallow a dog!
Shw swallowed the dog
To catch the cat.
She swallowed the cat
To catch the bird.
She swallowed the bird
To catch the spider
That wiggled and jiggled and tickled inside her
She swallowed the spider
To catch the fly.
I don't know why she swallowed the fly
Poor old lady, I think she'll die.

There Was an Old Lady con't.

There was an old lady who swallowed a goat.
Just opened her throat and swallowed a goat
She swallowed the goat
To catch the dog,
She swallowed the dog,
To catch the cat
She swallowed the cat
To catch the bird.
She swallowed the bird
To catch the spider
That wiggled and jiggled and tickled inside her
She swallowed the spider
To catch the fly
I don't know why she swallowed the fly
Poor old lady, I think she'll die.

There was an old lady who swallowed a cow
I don't know how she swallowed the cow.
She swallowed the cow
To catch the goat
She swallowed the goat
To catch the dog,
She swallowed the dog
To catch the cat
She swallowed the cat
To catch the bird.
She swallowed the bird
To catch the spider
That wiggled and jiggled and tickled inside her.

There Was an Old Lady con't.

She swallowed the spider

To catch the fly,

I don't know why she swallowed the fly

Poor old lady, I think she'll die.

There was an old lady who swallowed a horse.

She died, of course.

Other recommended poems -

1. Independence Bell - Anon.
2. Lucy Gray - William Wordsworth
3. Paul Revere's Ride
4. Little Boy Blue - Eugene Field
   "Best Loved Poems"
5. Oh Captain, My Captain - Walt Whitman
   "Best Loved Poems"
6. The Gift Outright - Robert Frost
7. The Children's Song - Rudyard Kipling
8. I Hear America Singing - Walt Whitman

A MINOR BIRD

Robert Frost

I have wished a bird would fly away,

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

- THE HEIGHT OF THE RIDICULOUS

I wrote some lines once on a time
In wondrous merry mood,
And thought, as usual, men would say
They were exceeding good.

They were so queer, so very queer,
I laughed as I would die;
Albeit in a sober way,
A sober man am I.

I called my servant, and he came;
How kind it was of him
To mind a slender man like me,
He of the mighty limb!

"These to the printer," I exclaimed
And, in my humorous way,
I added (as a trifling jest,)
There'll be the devil to pay."

He took the paper, and I watched,
And saw him peep within;
At the first line he read, his face
Was all upon a grin.

He read the next; the grin grew broad,
And shot from ear to ear;
He read the third; a chuckling noise
I now began to hear.

The Height of the Ridiculous con't.

The fourth; he broke into a roar;
   The fifth; his waistband split;
The sixth; he burst five buttons off,
   And tumbled in a fit.

Ten days and nights, with sleepless eye,
   I watched the wretched man,
And since, I never dare to write
   As funny as I can.

O. W. Holmes

We sometimes do things rashly that we regret later.

LODGED

The rain to the wind said,
"You push and I'll pelt."
They so smote the garden bed
That the flowers actually knelt
And lay lodged - though not dead.
I know how the flowers felt.

Eldorado was supposed to be city of gold in the new world. It existed only in their imagination. Now Eldorado means a hope worth a lifetime's search - even if that hope is never fulfilled.

ELDORADO

Gaily bedight,
A gallant knight
In sunshine and in shadow
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old -
This knight so bold -
And o'er his heart a shadow
Fell, as he found
No spot of ground
That looked liked Eldorado.

And, as his strength
Failed him at length,
He met appilgrim shadow.
"Shadow," said he,
"Where can it be -
This land of Eldorado?"

"Over the mountains
Of the moon,
Down the Valley of the Shadow,
Ride, boldly ride,"
The shade replied,
"If you seek for Eldorado!"

Edgar Allan Poe

LINGUISTICS

GRADE 5

VOCABULARY BUILDING

AIM: To show class how to use questions as a step to building good paragraphs.

MATERIALS:

1. Colored squares (red, yellow, green, blue and white) with questions written (who, what, when, where, how) on them. One set for teacher to use on board.
2. Colored strips of matching paper for each group.
3. Mimeographed exercises
    a. Words to classify
    b. Paragraph

(Lesson 1)

Introduction

Today, we are going to answer some questions to help us build paragraphs. These are simple questions, that I'm sure you've heard many times before. They are Who? When? Where? How?

(Use colored squares with questions printed on them. Put questions on board as you name each one.)

Teaching procedure

I want you to listen to the paragraph of the story that I will read to you. See if you can pick out words that name

Who? When? Where? What? How?

The first homes of the early American colonists were crude shelters. Some were simply caves that the colonists dug into the hillsides for protection. Others were built from trees and other materials that were readily available. In the south, where the weather was mild, the colonists built huts with thatched roofs. The walls were made of tree branches woven together and plastered with mud. In the north, colonists built houses of bark or logs. Roofs were sometimes made of sod. The crude dewellings built by the colonists were not very comfortable, but they provided shelter until better houses could be built.

A. Now let's go back to our paragraph and see if we can answer the questions:

1. Who - colonists
2. When - colonial times
3. Where - America
4. What - houses
5. How - (with materials available)(trees, hillsides, bark,logs)

(Lesson 1, part 2)

A. You can see that this paragraph does contain the answers to the questions on the board.

B. Can you think of other words that would answer-

1. Who - example - men, people, children
2. When - example - now, day, yesterday
3. Where -example - in school, downtown, at home
4. What - example - boat, dress, desk
5. How - example - easily, quickly, fast

C. Take several responses from class and list on the board.

D. Divide class into groups of three to think of words to fit each category. (10 minutes)

E. Give each group's secretary a colored paper to match colors of questions on board.

Who - red
When - yellow
Where - green
What - blue
How - white

1. Secretary writes question word at top of paper.
2. Team members dictate list of words to fit category as secretary writes down responses.
3. Secretary from each group writes list on board under appropriate question word. (after 10 minutes)
4. Answers checked for accuracy by class.
5. Mimeographed papers for classification- (see study guide)

Vocabulary Building- Grade 5

Study Guide I - Culminating Activities (to be duplicated)

NAME ______________________________

Below are a list of words. Each one answers one of the questions

Who? What? When? Where? How?

Read the words, decide which question they answer and put them in the right column.

- - - - - - - - - - - - - - - -

badly
Joan
father
fast
milkman
now
path
affair
today
candle
at home
George
cat
swift
lake
anytime
downstairs
loud
man
yesterday

- - - - - - - - - - - - - - - - - - -

1. WHO? 2. WHAT? 3. WHEN? 4. WHERE? 5. HOW?

(Lesson 2) (second day)

A. Put question cards on board again.

B. Take lists from yesterday and elicit responses.

C. List several responses under each category.

D. List words from yesterday about paragraph

1. Who - colonists
2. When - colonial times
3. Where - America
4. What - houses
5. How - from trees, hillside, bark, logs.

Introduction to New Lesson

A. Yesterday, I asked you to listen to the story and find answers to our questions. I also asked you to make lists of words to answer these questions. I have put the words on the board again. We could make stories using these words but they would not be very interesting. Today we are going to add something to these words to make them more specific.

What? - example house = big, red house

The second phrase gives us a much clearer picture.

1. Listen while I read the story again. We are going to use phrases to answer our questions this time.
2. Read the story from Lesson 1.
3. Elicit phrase responses
    a. Who - early American colonists
    b. When - colonial times
    c. Where - southern U.S., northern U.S. and western U.S.
    d. What - houses in hillsides, houses from trees, thatched roofed houses, bark and log houses, sod houses

e. How - branches woven together, plastered with sod (etc)

B. Yesterday, we divided into groups and made lists of words to answer these questions.

Today, I want you to take the list of words you have done and make phrases from them.

1. Give examples
    a. Who - man - tall, dark man - gangly, awkward man
    b. When- day - the happy, shiny day - wet, drizzly day
    c. Where - school - big,red school - imposing school
    d. What - boat - bright, new boat - boat with several masts
    e. How - fast -
2. Give back lists to be expanded.
3. List responses on board.
4. Each secretary reads best sample phrase to class.
5. Pass out study guide #2

Study Guide II

NAME ______________________________(teacher- to be duplicated)

Read the paragraph. Decide the answers to the questions.

Clara Barton tiptoed softly into her brother David's room. Gently she felt his forehead to see if his fever had gone down. Then she filled a glass with cold water and carefully measured out a teaspoonful of medicine. Three months earlier, David had been badly hurt when he fell from the roof of a barn, Since then, Clara had been her brother's devoted nurse.

Who?

What?

Where?

When?

How?

(Lesson 3)

The children write a paragraph.

They may choose their own topic (if they have one).

Put several topic sentences on board for those who do not have a topic.

Example - A hobby makes time pass quickly.

Walking barefoot after the rain is fun.

Life on a farm is different from life in the city.

A dog makes a good pet.

Babies make me laugh.

Each child should keep the five questions (who,what,where,when,how) in mind and try to make the paragraph answer at least four of them.

Example - Study Guide #2

1. Write paragraph.
2. List the questions at the bottom of the paper.
3. Find and write phrases from their paragraph that answer the question words.
4. Read several papers at end of writing period to see if children can pick out answers easily.

Note: Children should be made aware that answers to Who and What questions are easier to find.

Specific and Generic Words

The following lists of generic and specific are placed here for reference. The fifth grad should emphasize the words in this list. Other generic words previously studied are - big, little, bad, go good, house, man, woman, happy, said, nice, girl, boy, dress, throw, road, small, storm, said, beautiful, walked.

road	story	house	fast	nice	make
roadway	narrative	home	quick	correct	weave
path	tale	cottage	swift	elegant	build
highway	fiction	lodge	rapid	proper	create
avenue	fable	shanty	fleet	appropriate	produce
street	account	hovel	speedy	fascinating	prepare
route	plot	retreat	agile	winning	obtain
lane	sketch	shelter	nimble	enchanting	get
trail	legend	dwelling	lightfooted	entrancing	cause
track	yarn	homestead	brisk	bewitching	earn
channel	account	haven	flying	captivating	knit
course	news	cabin	winged	pleasant	diagram
passage	tidings	abode	hasty	agreeable	invent
way	report	domicile	hurried	delightful	whittle
path	plot	habitation	spry	satisfactory	frame
thoroughfare		bungalow	express	charming	design
turnpike		mansion	fleet	sensitive	sew
		hut		appealing	manufacture
		residence		enjoyable	model

GENERIC

Aim: To make children conscious of generic and specific.

To show children different words for generic words.

To provide reasons to change generic words.

To teach and use specific words.

Introduction:

We spend a great deal of time on vocabulary. We talk about it. We try to learn new words and new meanings. Today we are going to talk about one word, "nice". We have all used this word many times. Now I am going to give you an opportunity to use it many more times.

A. Print the word NICE on the board.

B. Have six or seven large magazine pictures ready to show the class. These are held up one at a time.

C. Make sentences about the picture using the word nice.

Example: The house is nice.

The big rocks are nice.

The colorful bouquet is nice.

D. Record each sentence on board as it is given.(at least 10)

E. Stop work and reread sentences.

F. Put pictures away. Ask children to close their eyes while you read some of the sentences to them. Boys and girls, what mental pictures or images do you get from these sentences?

Do they make the picture clear?

Why not? (does not really describe word)

G. Make a list of specific words for "nice". (put on board)

We have examined nice and some of the words that we may use in its place. These words have names.

Words such as good, bad, nice, walk are called generic words (print on board over nice).

A generic is a general word.

The other words fascinating, pleasant, agreeable are specific words. A specific word is a particular word and gives a particular meaning.

Here is a list of generic words, each followed by a specific word. (put generic words on board)

Generic words	Specific words
go	skip, jump, etc.
say	whisper, explain, etc.
happy	gay, delighted, etc.
sad	sorrowful, miserable
beautiful	rediant, graceful
ugly	deformed, frightful
good	excellent, useful

Let's take an example. The word walk is a generic word. There are many more ways of saying this to give a better idea. (specific word)

The boy walked down the street.

The dog walked down the street.

The old man walked down the street.

We know that each person walked down the street but they did not all do it the same way. If we choose a more specific word, we would have a more exact picture.

Example: The boy skipped down the street.

The dog trotted down the street.

The old man tottered down the street.
crept

You can see that using a specific word makes it more interesting as well as more exact. We can actually see what is happening in the sentence.

Now, let's go back to the word nice.

A. Can you think of other words to take the place of nice?

B. Make a list of all acceptable words on the board.

We know specific words for nice, let's substitute them for our beginning sentences.

Example: The house is nice

The house is elegant

pleasant

charming

Do the same with the sentences on the board.

The generic words nice suggests specific words like

Specific Words (make list on board)

correct
elegant
proper
pleasant
satisfactory
balmy

appropriate
fascinating
winning
agreeable
charming
warm

enchanting
bewitching
captivating
delightful
sensitive
graceful

Choose ten specific words from the list above. Use them in a sentence. If you are unsure of the meanings, use your dictionary.

Choose the specific word

(nice, balmy) weather

(nice, warm) smile

(nice, gracious) letter

(nice, winsome) smile

(nice, beautiful) picture

(Lesson 2)

Introduction:

We have learned about generic and specific words.

A. Pass out pieces of paper (3"x6" lined)

B. What is a generic word? Give me an example.

C. What is a specific word? Give me an example.

D. What generic word have we studied? (nice)

E. Can you list at least 10 specific words for nice?

Do it on your papers now. I will give you 3 minutes.

F. Collect papers and check later while children are using specific words for road and story.

Today we are going to study two more generic words.

Ask several children where they live. Elicit - circle, lane, street.

You have already given me several specific words for road.

A. List on the board.

B. Ask for other specific words.

The generic word road suggests specific words like

Specific words

roadway
path
highway
avenue
route
lane
trail
track
course
passage
way
path
highway
turnpike
street
channel
thoroughfare

Another generic word, I am thinking of, is something you hear or read everyday. What do you think it is?

STORY

Can you give me some specific words for story?

List them on the board.

The generic word story suggests specific words like

Specific words

narrative
tale
account
fiction
fable
account
plot
news
sketch
legend
yarn
tidings
report
plot

For homework ask children to write sentences (5 each) using specific words for road and story.

(Lesson 3)

Suggestions:

Use the last two generic words (fast, make) in the same manner, or use one of the following techniques.

Other techniques.

A. Divide class into teams of three and find specific words, for the generic words.

B. Lists of specific words should be put on cards for class.

1. Teams will take specific words and make sentences for other groups to use.

a. Teacher checks papers quickly.

b. Groups exchange papers.

2. The second group underlines the specific words contained in the sentences.

The generic word fast suggests specific words like

Specific words

- quick
- swift
- rapid
- hurried
- fleet
- speedy
- agile
- spry
- nimble
- lightfooted
- brisk
- express
- flying
- winged
- hasty

The generic word make suggests the specific words like

Specific words

- weave
- build
- cause
- create
- produce
- carve
- prepare
- obtain
- mold
- get

Follow - up Study

In grade five you have been studying these generic words

road story house fast nice make

In separate columns write five specific words suggested by each of the generic words.

I have put some pictures on the board (magazine). Decide which picture is the most interesting to you. Write a paragraph or two. Be sure to use as many specific words as possible. When you have finished, underline the specific words.

SIMILES

(Lesson 1)

A. Introduction:

We often use words in talking to our friends for example: as strong as a horse, as clever as a fox, plays like a frisky puppy. Can you think of any other phrases.

1. Write several on the board. (similes only) In these phrases we are comparing one thing with another to make our meaning stronger or clearer. These phrases have a special name. They are called similes. It is quite easy to pick out similes in sentences, stories and poems.

Let's read the following poem.

B. Put poem on board or duplicate. It will be referred to again in the lesson on metaphors.

An emerald is as green as grass
  A ruby red as blood.
A sapphire shines as blue as heaven;
  A flint lies in the mud.
A diamond is a brilliant stone
  To catch the world's desire;
An opal holds a fiery spark;
  But a flint holds fire.

Christina Georgina Rossetti

C. Ask questions to bring out the similes in the poem. (write similes on the board).

1. How did Christina Rossetti say an emerald looks? (as green as grass)
2. How did the poet say a ruby looks? (red as blood)
3. How did Rossetti say a sapphire shines? (as blue as heaven)
4. What do all these phrases have in common? (the word "like")
5. How can you recognize a simile? (as, like)

D. Further development: Let's make a list of similes.

1. Divide into groups of five.
2. One person appointed secretary (7 min.)
3. Secretary reports similes to class. All listen and decide if they are similes.
4. Teacher writes the similes on the board. Example:

as high as the sky - as quiet as a mouse - as sweet as sugar
as deep as the ocean - as hard as a rock
as sly as a fox as pretty as a picture
as red as a rose as tough as leather
as white as a lily as dark as night
as happy as a lark

5. Lead children into making comparisons by asking questions.

example - How tall are you? I am as tall as __________.
How strong are you? I am as strong as ________.
How smart are you? I am as smart as __________.

E. The following poem is placed here for your reference and use.

Comparisons

As wet as a fish - as dry as a bone;
As live as a bird - as dead as a stone;
As plump as a partridge - as poor as a rat;
As strong as a horse - as weak as a cat;
As hard as a flint - as soft as a mole;
As white as a lily - as black as a coal;
As plain as a staff - as rough as a bear;
As light as a drum - as free as the air;
As heavy as lead - as light as a feather;
As steady as time - uncertain as weather;
As hot as an oven - as cold as a frog;
As gay as a lark - as sick as a dog;
As savage as tigers - as mild as a dove;
As stiff as a poker - as limp as a glove;
As blind as a bat - as deaf as a post;
As cool as a cucumber - as warm as toast;
As flat as a flounder - as round as a ball;
As blunt as a hammer - as sharp as an owl;
As brittle as glass - as tough as gristle;
As neat as a pin - as clean as a whistle;
As red as a rose - as square as a box;
As bold as a thief - as sly as a fox.

Unknown

(Our Language Today Book 5)
American Book Co.

Vocabulary Building - Grade 5

Study Guide 1 (to be duplicated)

NAME ______________________________

A. Can you fill in the blanks from the words below?

1. as ____________________ as a fish
2. as ____________________ as a bat
3. as ____________________ as a whistle
4. as ____________________ as a fox
5. as ____________________ as a dog
6. as ____________________ as a feather
7. as ____________________ as a pin
8. as ____________________ as a ball
9. as ____________________ as ice
10. as ____________________ as the ocean
11. as ____________________ as silk
12. as ____________________ as a pancake
13. as ____________________ as grass
14. as ____________________ as an oven
15. as ____________________ as a pillow

neat
wet
blind
sly
clean
soft
cold
sick
green
deep
round
light
hot
flat
smooth

B. Select five similes and make an interesting sentence for each one.

SIMILES
(Lesson 2)

A. There is another simile that we can find easily. Let's listen to this poem to see if you can find the clue. We know one (as), let's find another.

1. Write on board or mimeograph

THE HOUSE

The house is like a lonely sentinel,
Watching the road, to see all goes well.
It stands there like a lonely soldier,
Growing each day - a little older.
Time goes flying by, like a bird
On the wing, without a word.
But the lonely house stands firm and still
Letting wind and weather do what it will.

C.P. Banks

B. Ask questions to bring out similes in the poem (write answers on board).

1. How does the house stand?

(Like a lonely sentinel)

(Like a lonely soldier)

2. How does time fly?

(Like a bird)

3. What word is used in all these similes? (like)

C. Write other similes (as a class) (on board)

Examples: a lawn like a green carpet - squats like a frog

1. snowflakes like fluffy feathers- rain falls like a wall of water, cuts like a sword.

Vocabulary Building - Grade 5

Similes

(Lesson 3)

A. Introduction:

We have spent the last two days studying similes. We should:

1. Know similes compare things
2. Know that like and as are used in similes.
3. Be able to recognize similes.

Important: It should be made clear, that everytime the children see the words like and as, does not mean it is a simile. It is only a simile if it compares one thing with another.

Example: I like strawberry ice cream.

The boy screamed as he ran down the street.

B. Write the poem on the board.

I feel like a lark in the spring
I fly as high as the sky.
My wandering thoughts take wing
But my body continues to lie
Like a log, and not do a thing!

C.P. Banks

C. Children underline similes

Vocabulary Building - Grade 5

Similes

Study Guide #2

(to be duplicated)

NAME ______________________________

A. Read the example of a simile. Write five similes using this pattern.

a fire, like a burning giant

1.____

2.____

3.____

4.____

5.____

B. Read the example of a simile. Write five similes using this pattern

as green as grass

1.____

2.____

3.____

4.____

5.____

C. Read the following paragraph. Underline the similes.

Joe had finally arrived in New York. He was as excited as a fish on a hook. He looked at the buildings towering above him, like gigantic trees. The streets were as crowded as carnival time at home. The cars honked and screeched. The whole scene was like a dream. He was really in New York.

KERNEL SENTENCES AND EXPANDED SENTENCES

A kernel sentence is a simple sentence with no modifiers. Every kernel sentence is composed of a noun phrase and a verb phrase: a subject and a predicate. The kernel sentence is the basis for all sentences. It can be expanded by asking Where? Why? How? What happened? What kind?

Kernel sentence: Children sang

What kind of children? Sweet - faced

How did they sing? Softly and clearly

Expanded sentence: Sweet-faced children sang softly and clearly. Following are a list of kernel sentences. These sentences may be expanded.

Kernel sentences

1. Children sang.

   Sweet-faced children sang softly and clearly.

2. Plans were made.

   Devilish plans were made secretly.

3. Leaves fall.
4. They ran.
5. Janet skipped.
6. Boys worked.
7. Snow fell.
8. Birds sing.
9. Monkeys chattered.
10. Star shone.
11. Cows wandered.
12. Man puffed.
13. Wind blew.
14. The snake slithered.

Kernel sentences

15. Crowd cheered.

16. Dog barked.

17. Lilacs bloomed.

Beautiful white lilacs bloomed around the doorway.

18. The whistle blew.

19. Friends came.

20. Athletes practice.

21. Dogs chase.

22. A stream flowed.

23. The tiger walked.

24. Brakes screech.

25. Lights flickered.

26. The shadow faded.

27. Girls giggled.

28. Sunlight danced.

29. The doctor came.

30. Rain pelted,

31. Snow swirled.

32. People swim.

33. The fire died.

34. Girls speak.

35. A door slammed.

36. Wind swishes.

37. A cat springs.

38. Trees dipped.

39. The wind blew.

40. The sun glowed.

41. Mosquito bit.

42. Women buy.

43. Clouds float.

44. Birds swoop.

45. Grass grows.

46. Wind howls.

47. Owls screech.

48. Frogs croak.

49. Airplane zoomed.

Sentence structure - Grade 5

* Project English
Swampscott Public
Schools
July, 1965

KERNEL SENTENCES AND EXPANDED SENTENCES

(Lesson 1)

Aim: To introduce the fifth grade class to the use of kernel sentences as a basis for sentence expansion. It is assumed that the children know the terms subject, predicate, noun, verb, adjective and adverbs.

Materials:

Squares of red, orange, yellow, green, blue and white paper.

5 numbered shoe boxes

Place-holder chart

Mimeographed exercises

Scrambled sentences

Introduction

Today we are going to try some simple experiments to help us build sentences. We shall review what we need in order to make a simple sentence, the subject and predicate, and the different word forms which we know as nouns, verbs, adjectives, and adverbs. Teacher gives examples of each.

Teaching Procedure

I'm going to divide the class in half and pass out five red squares to one half the class and five yellow squares to the other half.

I want the reds to write five word forms (nouns) like this: (Hold up the word card - "book"). The yellows will write five words (verbs) like this word form: (Hold up the word "jump"). When you have completed your cards, arrange them to form a sentence.

Allow time for children to discover they can't make a sentence from these separated forms. Ask what we dhould do and try to lead the group to conclude that they must have both yellow and red words, (nouns and verbs) to form a sentence.

A. Kernel sentence. (N.V.)

1. Have the groups exchange 2 or 3 cards. Ask for results of these combinations

   Tiger walked.

   Girls giggled.

   Frogs croaked.

   Grass grows.

2. Ask: Do we have a sentence now? (yes) Why? There is a subject and a predicate, a noun and a verb. This is your kernel sentence. It is the smallest sentence that can be written. (noun - verb)

3. Have several children place their cards in the place-holder chart to show what they have produced.

4. As the students look at the sentences they have formed, draw attention that two things are missing.

   a. Capitilization

   b. Punctuation

5. Ask: Could we expand these sentences by adding the, a, an? (yes) let's write these forms on orange squares. These words are called "determiners" (write the word on the board) and always precede a noun. Have a child add one of these to a sentence where it is sensible.

   a. A tiger walked.
   b. The girls giggled.
   c. The frogs croaked.
   d. The grass grows.

Conclusion:

These are true kernel sentences with a determiner. Pattern I(DNV)

(Lesson 2)

A. Teaching Procedures

On the table at the front of the room you will notice there are five numbered boxes. Yesterday we made noun cards on red paper, verbs on yellow and determiners on orange. Do you remember what a determiner is? Today I should like you to use your green cards (½ of the class) and write five descriptive words or adjectives like these: clean, bad, red, pretty.

I will write the word forms on strips of paper:

am, is, are, was, were

Next, think of five good adverbs for your blue cards (other half of class) such as gracefully, joyfully, happily today, tomorrow, yesterday etc.

Now we have all the ingredients that we need to expand our sentences - (sentence patterns)

By rows put your cards in the boxes in this order:

red cards, box #1
yellow & white cards, box #2
Orange cards, box #3
green cards, box #4
blue cards, box #5

Request a volunteer to select a red card and a yellow card. Place it in the chart.

Example: Janet skipped (Pattern 1 - NV)

Ask another child to select two red cards and one white card

Example: Canaries are birds.

Tom is boy

Clock is girl.

Discuss the word forms we have collected this time.

Is sentence one, good? (yes)

Sentence two: needs another determiner (Tom is a boy.)

Sentence three: Nonsensical, but still has all the things needed for a sentence except one thing. (What?) "determiner", of course this is not a sentence we would use. (Pattern 2 (NVbN))

Send other children to the chart to present varieties of sentence pattern 2. Write the sentences developed by the children on the board. (Remind children about capitilization and punctuation.)

Next ask volunteers to create another pattern by selecting 1 red card, 1 white card and 1 green card.
N V-b Adj.

Discuss new forms.

N Vb Adj.
Boys are mean.

Clock is ticking.

Children are pretty.

Now we have Pattern 3 (N V-b Adj.)

Accept more sentences, including addition of "determiners".

Finally introduce the new word form, the adverb, to formulate sentence Pattern 4.

Clocks tick loudly.

Birds sing sweetly.

Children are hungry.

Pattern 4 (N V Adv.)

(Lesson 3)

The preceding lesson gives many examples of kernel sentences. and sentence patterns. We can use kernel sentences as a basis for our writing. These sentences may be expanded by using adjectives and adverbs. Use the same boxes as in previous lessons to choose words.

Example: Clocks tick loudly.
The shiny wooden clock ticks loudly.
The shiny wooden clock ticks loudly and solemanly.

Lilacs bloomed.
Beautiful white lilacs bloomed around the doorway.

Review sentence patterns. These four patterns should be displayed on a chart.

Pattern I John whistles.
(N V)

Pattern II Mary is a girl.
linking
(N V N) (N verb N)

Pattern III Mary is pretty.
linking
(NV Adj.) (N verb Adj.)

Pattern IV David walks proudly.
(N V Adv.)

Sentence Structure - Grade 5

Study Guide 1 (to be duplicated)

NAME ______________________________

A. Rearrange the following sentences correctly. Decide which pattern is used. Write the Pattern and Pattern Number.

1. Play boys.
2. Boy the book closed.
3. Is clever John.
4. Nurse was Jane a.
5. Happy Joe is.
6. Bitter taste lemons.
7. Hamburgers Jack eats.
8. An sweet apple is.
9. Happily boy the runs.
10. Bark loudly dogs the.

B. Expand the following kernel sentences.

Example: Grass grows.
The bright green grass grows lushly in the meadow.

1. Janet skipped.
2. Monkey chattered.
3. Brakes screeched.
4. Wind howls.
5. A cat springs.

1. ______________________________.

2. ______________________________.

3. ______________________________.

4. ______________________________.

5. ______________________________.

Continued on next page....

Study Guide 1 continued (to be duplicated)

C. Write the following sentences on the strips of paper that have been given to you. Cut off parts of the sentences until you have reduced it to the kernel sentence or Patterns 1 or 2.

1. The big jet landed like a graceful bird.
2. John watched a pillar of smoke rise from the old car.
3. The vapor soon disappeared from the garage.
4. After last night's storm water flowed through the streets.
5. Someone from the Clark Steel Company answered Roger's inquiry.

CHANGING SENTENCE ORDER

A. Introduction -

When we write sentences, we usually start with a simple or kernel sentence and build on that. Every sentence contains a subject and predicate (noun and verb). We know the sentence patterns, but if we write all of our sentences the same way, it would become montonous. Good writers do not always put the subject of the sentence first. (put following on the board)

Examples: 1. Julia's sister stood at the end of the hall.

2. At the end of the hall stood Julia's sister.

Sentences are usually arranged with the subject before the predicate. This is the normal order.

The tiger paced around the cage.

The good news came on Tuesday.

Sometimes, in order to make sentences more interesting, we change the order. The predicate precedes the subject. This is called the inverted order.

Around the huge cage paced the tiger.

On Tuesday came the good news.

B. Listen to the following sentences. Tell whether it is in normal or inverted order.

1. On the golf course were many players. (I)
2. Brian crouched in the back of the car. (N)
3. On the ledge was a stranded dog. (I)
4. Around the tree ran the children. (I)
5. There were two logs burning in the fireplace. (N)
6. We had finished our packing for camp. (N)
7. At the end of a rainbow lies a pot of gold. (I)

8. Into the whirlpool swept the unfortunate dog. (I)

9. Suddenly, from behind the clouds, appeared the sun. (I)

10. The tornado raced through the town. (N)

C. Select several of the preceding sentences that are in normal order. Have the children change the sentences to the inverted form.

Pass out study guide.

Sentence Order - Grade 5

STUDY GUIDE *** Sentence Order (to be duplicated)

NAME___________________________________

Write the following sentences in inverted order.

1. The bundles of magazines are in my locker.

2. The old trunk was in the attic.

3. The guilty man is there.

4. The motor hummed smoothly.

5. The sleet and rain beat against the window.

6. The wagons squeaked as they climbed up the mountain.

7. Three expert swimmers dove into the water.

8. The arithmetic papers are on the desk.

9. The screaming jet landed on the burning deck.

10. A raging blizzard howls across the plains.

TECHNIQUE FOR WRITING A STORY (two-day plan)

First day

1. Introduce a motivational technique to class.

   Example: 1. Jack put his hand on his bulging pocket.
   2. A Martian from Mars knocked on the door of my house.
   3. The clever spy, trapped by the agents, managed to escape.

2. Divide children into groups of five, electing one person in each group to act as secretary. The secretary should be able to write quickly. Spelling is not a concern during brainstorming.

3. Brainstorming

   Ask the following questions, one at a time, and have the children brainstorm to answer questions.

   Jack put his hand on his bulging pocket.

   Possible questions: (what, where, when, who, why, how)
   1. Why did Jack put his hand on his pocket?
   2. What was in his pocket?
   3. Where was Jack?

   Allow two or three minutes for group to brainstorm each question. Stop and ask the next question. Brainstorm again for two or three minutes. Follow the same procedure for each question. All of the questions may not be pertinent to the motivational technique.

4. Individual story writing

   Give a beginning sentence to any child who has trouble getting started.

   Try to avoid interruptions during the writing period.

Second day

5. Reading stories

   a. Divide children into groups of three, selecting one person in each group to act as leader. Children read their stories to each other while the teacher circulates among the group. Group decides which story they would like to have read to the class.

   b. Stories selected by groups are read to class.

      Note: Each child has a chance to read his story without subjecting the entire class to every story.

6. Paired proofreading

   a. Have one dictionary available for each team.

   b. Take one team member's story and together read aloud sentence by sentence.

   c. If either partner finds a mistake(capitalization, punctuation, spelling), make the correction before the next sentence is read. (Dictionary is used for spelling errors.)

   d. Take the other team member's story and together read aloud sentence by sentence, making correction.

   e. The aim is to produce a correctly written composition before it is passed to the teacher.

IDEAS FOR WRITING STORIES

1. Writing to Music

Has anyone heard a story in music? We don't all hear the same story in the same piece of music, because music means something different to each one of us. Let's see if we can hear a story in the music I'm going to play. When you listen to all the different sounds together, you will have a story. Play "Sorcerer's Apprentice".

Did anyone hear a story?

What parts of the music made you think the sorcerer's apprentice was happy?

What parts of the music made you think he was frightened?

What part of the music showed something different was happening?

Write the story that the music told you.

Use the same procedure with other records.

Night on Bald Mountain - Moussorgsky
Ritual Fire Dance - DeFalla
Sleeping Beauty Ballet - Tchaikovsky
Swan Lake - Tchaikovsky
Children's Corner Suite - Debussy
Papion (Butterfly) - Schuman

2. Painting a picture with words (description)

A. Every good writer paints scenery with specific words. It also dresses the characters. Begin with short descriptions, such as:

1. How the sky looks
2. How a boy throws a ball: winds up, hurls, tosses, ptiches, jabs the air -
3. How a small child runs across the lawn: frolics, skips, floats, lilts, hops -

B. Indians tell, write or dramatize their first experiences with white men.

Example: 1. Indians watching the Pilgrims land.
2. Indians seeing their first horses.
3. Indians thinking about guns.

3. Writing about yourself.

Write an autobiography.

How do you think you appear to other people and how do you think you really are?

4. writing advertisements.

Example: If you were moving away and had to sell a pet, what kind of advertisement would you write?

5. Writing about animals.

Have you ever thought what the trip was like from the horse's point of view? Let's pretend that we are Paul Revere's horse and tell about that ride. It should be humorous and straight from the horse's mouth.

You may tell the story in prose or poetry.

6. Writing something funny.

Using Rudyard Kipling's "Just So Stories" as a springboard, read one of the stories to the children.

Example: The Elephant's Child, How the Camel Got His Hump.

Make up other titles.

Examples: How the Mouse Got His Tail
How the Dog Got His Bark

Children can write storeis to fit the titles.

7. Writing nonesense

Start with a game called "For Goodness Sake" (children in teams)

Take a sheet of paper write THING at the top. First child writes the name of one thing, (balloon, ball, etc.)

Fold paper so answer is hidden.

Pass to next person. He or she writes the name of another thing.

Third person: name of crazy place (in the Arctic Ocean)

Fourth person: writes something that happened (the one ate the other)

You end with ridiculous sentences.

Expand these into nonsense stories.

Example: The mouse fell off the table and bit the bear in Tombackoroo.

8. Writing about the future.

a. Discuss what life is like today and the things that have changed over the years. Think about the future:

What new things will there be?
Will it be better or worse?
What improvements will there be?
What do you think you will be doing?

Good beginning: Twenty-years from now . . .

b. We hear a great deal about UFO's and flying saucers. Some people claim to have seen them. Do you know any stories about flying saucers or UFO's?

Some people believe in these, others do not. How many of you believe in flying saucers? We still do not know the truth about these things. Let's have some fun with the theories and concoct an explanation.

9. Writing dialogue or conversation.

   a. Pine, hemlock and maple trees converse about woodsman. Write conversations.

   b. Berry pickers have a discussion with a snake in the woods.

   c. Different seasons (spring, summer, fall, winter) tell their stories of what they do to a state.

   d. What might two worn tires say to each other about their owners driving and safety in general.

10. Writing a story using four unrelated objects.

    Present a chart with four unrelated objects as a spaceship, an elephant, a tree, and a house. Ask children to write a story putting all four objects in the story.

11. Writing a pretned story.

    a. Pretend that you are an inventor. You have just made a great invention. Write the story of how and why you made your invention.

    b. Pretend that you were a neighbor of Christopher Columbus. Tell about him from a neighbor's point of view.

    c. Pretend to be any one of Uncle Sam's treasures (Statue of Liberty, Declaration of Independence, the first flag, etc.) Tell what you represent.

12. Writing a mystery story.

    a. Write a mystery story at Halloween.

       Pretend you are a witch, an owl, or a ghost.

       Remember to:

       Create an eerie, scary mood.
       Build up suspense.
       Use the five kinds of sentences.
       Stop short while the excitement is high.

13. Writing about history.

   a. Have an interview with a hero. (Child may choose.)

      Preparation: Read about the life of an explorer assigned to you. Suggest that each pupil write an interview with his explorer (now a ghost) letting him tell own tale.

   b. Allow each child to choose an explorer and write his own playlet. He may have helpers to act out the parts. There should be conversation in the playlet. Each group rehearses separately.

   c. Write in prose form or in diary form an adventure you might have experienced on a trip to the Cumberland Gap in pioneer days.

      Motivation: Read The Oregon Trail by Arthur Guiterman

Creative Writing- Grade 5

Story Starters (stimulus for writing stories)

1. Among all animals, both large and small, there is a struggle to live, to eat but not to be eaten.
2. I would like to own a seal.
3. Jack put his hand in his bluging pocket.
4. On a fishing trip at camp, we were rowing the boat near shore when the boy that was watching for fish yelled, "What's that?"
5. Gravy is nice to eat, but it isn't any fun to swim in.
6. My boat was in the open ocean when a storm came up.
7. I am the last leaf left on the maple tree.
8. It was dinner time in our rocket.
9. I woke up one morning and smelled something funny in the kitchen.
10. Suddenly, I awoke with a start.
11. The second day of the rodeo was nearing its close.
12. The clever spy, trapped by enemy agents, managed to escape.
13. The fire raged, out of control, through the forest.
14. A Martian from Mars knocked on the door of my house.
15. Two tiny Martians, glowing with a greenish light, landed their spaceship in our backyard.
16. There are probably as many stars in the sky as there are pebbles on the beach.
17. The grass rustled as if something were crawling through the field.
18. The forest blazed with color.
19. I was nervous as I crept up the stairs of the deserted house.
20. The minute I stepped out of the house, I knew something was wrong.
21. The first day at the ocean was exciting.
22. ____________ ____________ was our teacher last year.
23. The children are planning a picnic.
24. I am going to New York on my vacation.

25. There are two planets far from Earth called Macaroni and Cheesey.

26. The three men struggled with the huge box, tugging and pulling, until it was in the middle of my front yard.

27. One summer our family went to _______.

28. I decided to learn to play the _______.

29. As I came around the corner, I heard a loud whistle.

30. He stood before the door and tried to think of the magic word.

31. One day the teacher was absent.

32. If I were principal of the school, I would make some changes.

33. It was the last day of school - report cards were coming.

34. The first sign of spring had appeared.

35. The last man on earth sat alone in a room when suddenly there came a knock at the door.

36. I crept quietly up the space capsule and lifted the door.

39. Suddenly the lightning struck, and a little man appeared.

ELABORATIVE THINKING
EXERCISES
GRADE 6

BRAINSTORMING

Time Magazime February 18, 1957

"The originator of the brainstorm, Alex F. Osborn, defines it as a method in which groups of people use their brains to storm a creative problem and do so in Commando fashion, with each stormer audaciously attacking the same objective.

A problem is presented and everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thoughtless enough to say "It won't work", he is sternly reminded that such remarks are taboo by the chief brainstormer, who clangs a school-marm's bell at him. Anyone is free to hitchhike on an idea, pick it up and improve on it."

Creative Education Foundation, 1614 Rand Building, Buffalo 3, N.Y.
Motto of Foundation - Quotation from Albert Einstein
"Imagination is more important than knowledge."

ELABORATIVE THINKING EXERCISES

Definition

Elaborative thinking means that type of mental activity which requires the reader to go beyond the ideas on the printed page and, by a spontaneous flow of his own thoughts and ideas, give many solutions to a problem related to the selection read.

Purpose of the exercises

The purpose of these exercises is to increase the child's ability to do elaborative thinking. This ability will help to increase the flow of ideas in creative writing and in discussion groups in other subject areas.

Directions

There is a set of cards for each grade level. It is suggested that these lessons be used weekly. The cards are self-administering and self-correcting. However, the teacher should circulate from group to group giving encouragement and help if needed.

There are 25 cards for each grade level. The essential task is to read the story on the first side of the card, then think of and record many answers to the question given, by drawing upon experience and imagination.

Group children in teams of three. The same three-man teams should work together. Intelligence and reading ability are not factors in grouping. More responses or responses of a more creative nature will result when members of the team are varied in ability and experience.

Each group chooses one secretary, who is the scribe for the group. First, the secretary writes the three names at the top of the paper. Next, the secretary reads the story to the group, helps think of answers, and writes down all the answers given by the members of the group.

The children are given approximately seven to ten minutes to read the story and list as many ideas as they can think of. Pupils may run out of ideas or lose interest if given a longer period of time. At the conclusion of the period, have the pupils stop writing and check their answers against those on the other side of the card. The children gain more ideas and have more fun when they can check their answers immediately after writing.

Pupils should understand that any given answer is neither correct nor incorrect. The number of answers which may be correct is limited only by the reader's experience or imagination. Pupils may score one point for each answer they have given that is also recorded on the back of the card. Further, they may score two points for each answer that is not on the back of the card. Add the total points to get the final score. If a thought is expressed in slightly different words than listed, it still counts one point.

The stories are not graded in difficulty and follow no special sequence, so pupils may take any card in any order. One team may work on Card 10 while another is working on Card 17, and a third on Card 25. Upon completing a card, the teacher keeps a record of the number of that card, or checks it off on a record sheet. The cards may also be used singly, in pairs, or in larger teams, but three is the recommended number. Teams should be congenial, cooperative, and quiet. Neatness should be encouraged.

At the end of a work period, the taacher should collect and examine the papers. Since an unlimited number of responses may be correct, it is most important that the teacher check on the quality of responses to the elaborative thinking questions. If the teacher feels that the quality of answers has slipped below a worthwhile level, she might discuss this with the children. The main purpose of the exercises, however, is to encourage a large number of responses, flowing spontaneously.

Gr. 6

ELABORATIVE THINKING

EXERCISE 1

Peter didn't like homework. Therefore, he was very pleased with himself to know at last he had one assignment complete and ready to hand in. He opened his book to take out the paper, but it wasn't there.

What had happened to Peter's homework?

Gr. 6

ELABORATIVE THINKING

EXERCISE 2

During a summer holiday Jack and his family launched their boat in a sheltered salt-water harbor. As they left the harbor they went out into the open sea for several miles before turning to continue their trip following the coastline.

What things would they see in the water during their trip?

Gr. 6

ELABORATIVE THINKING

EXERCISE 1

1. took the wrong book
2. dog chewed up paper
3. blew away
4. dreamed he did homework
5. fell out of book
6. mother threw paper away
7. lost paper
8. Someone stole it
9. left it at someone's house
10. left it in another book
11. father took it to work
12. packed in a box and sent to grandmother
13. dropped it on the way to school

Gr. 6

ELABORATIVE THINKING

EXERCISE 2

1. seagulls
2. a raft
3. sail boats
4. fishing boats
5. ocean liner
6. Coast Guard boats
7. Annapolis training ship
8. freighters
9. shark
10. barge
11. straw hat
12. fish
13. lobster
14. lobster pots
15. moorings
16. buoys
17. scuba diver
18. jelly fish
19. eels
20. bell buoys
21. lighthouse
22. island
23. sand dollars
24. sea weed
25. rocks
26. starfish
27. cormorants
28. barnacles
29. starfish
30. waves

Gr. 6

ELABORATIVE THINKING

EXERCISE 3

The class was busy at work when the principal came into the room. He spoke to the teacher in hushed tones and then left the room. Soon the teacher tip-toed to Alan's seat and whispered, "The principal would like to see you in his office now."

What did the principal have to say to Alan?

Gr. 6

ELABORATIVE THINKING

EXERCISE 4

It was the middle of the night. Everything was peaceful; there wasn't a sound. Suddenly the noisy jangling of the telephone pierced the quiet. David awoke with a start, groped his way to the telephone, and lifted the receiver. "Hello?" he mumbled sleepily.

Who was calling at this time of night?

Gr. 6

ELABORATIVE THINKING

EXERCISE 3

1. His mother had to go away unexpectedly.
2. He had a new baby brother.
3. His house had burned down.
4. He was to go to a neighbor's house after school.
5. Someone was in a car accident.
6. He had just won a contest.
7. He had to give up his jacknife.
8. He wanted to compliment him for good work.
9. He wanted to give him a make-up test.
10. He wanted to thank him for being nice to another child.
11. He asked him to make announce-announcement over the intercom.
12. Told him he had been chosen to be in a show.
13. Asked him to take a message home.
14. Told him to get a hair cut.
15. Told him not to wear dungarees to school.
16. Scolded him for throwing snow balls.
17. Told him to behave on the bus or not ride.
18. Gave him his lunch left on the bus.

Gr. 6

ELABORATIVE THINKING

EXERCISE 4

1. wrong number.
2. police telling about an escaped convict
3. April Fool's joke
4. out of state relative
5. family member away at school
6. neighbor saying garage on fire
7. father out of gas.
8. neighbor needing help on account of illness
9. sister had eloped
10. neighbor complaining that barking dog was annoying
11. police saying that car had rolled down the street
12. neighbor telling car lights are on
13. man who needs a lawyer.
14. someone who needs a doctor.

Gr. 6

ELABORATIVE THINKING

EXERCISE 5

Fred was working with his chemistry set. He put a little of this, and a little of that into a test tube. Suddenly the mixture began to bubble and foam. An odor came from the container and a cloud of smoke filled the room.

What happened next?

Gr. 6

ELABORATIVE THINKING

EXERCISE 6

The boy was about twelve years old and looked healthy, strong, and normal in every way. He was sitting by the roadside miles away from any visible dwelling on a hot June morning.

What was he doing?

Gr. 6

ELABORATIVE THINKING

EXERCISE 5

1. It blew up.
2. It went pfft and stopped everything.
3. It started to burn.
4. It blew out the wall.
5. The container broke.
6. Mother came in and shrieked.
7. The window shattered.
8. A long green snake oozed out of the mixture.
9. He was knocked to the floor.
10. Fred went flying to the ceiling.
11. Father came home.
12. Mother called fire department.
13. The chemistry set was taken away.
14. Fred took a course in chemistry.
15. Fred got a chemistry book at library.
16. Fred was burned.

Gr. 6

ELABORATIVE THINKING

EXERCISE 6

1. He was running away.
2. He had hiked a long way and was tired.
3. He was hiking home.
4. He was on his way to get gas for the family car stalled farther on and had stopped to rest.
5. He liked to sit and think.
6. He was counting cars for a survey.
7. He was bird watching.
8. He was getting over a bad mood.
9. He was waiting for a friend.
10. He was looking for insects.
11. He was reading a book.
12. He was watching something
13. He was working for a detective

Gr. 6

ELABORATIVE THINKING

EXERCISE 7

Bill had a summer job working with a group of archeologists digging for Roman ruins in France. It was hot work digging all day, but it was tremendously exciting. He was especially eager to continue now since his last find had been so important.

What questions are left unanswered?

Gr. 6

ELABORATIVE THINKING

EXERCISE 8

Phyllis grabbed her books as soon as the last bell rang, threw on her coat and rushed out of the school building. She ran all the way home and arrived there too breathless to say a word. Why was she so anxious to get home as fast as she could?

Gr. 6

ELABORATIVE THINKING

EXERCISE 7

1. What was his last find?
2. Why was it important?
3. How deep had they dug?
4. What equipment was used for digging?
5. How old was Bill?
6. Was Bill trained to be an archeologist?
7. How long had they been working?
8. What time of day was it?
9. Is there any reason why he can't continue?
10. How many men were digging?
11. Was it for a museum?
12. Of what value were their findings.
13. Is this the first summer Bill has dug?

Gr. 6

ELABORATIVE THINKING

EXERCISE 8

1. She was expecting a package to arrive.
2. She had just won an essay contest at school and wanted to tell about it.
3. She expected a very special relative to visit.
4. A friend had invited him to go away for the weekend.
5. She was going to a party and had to get dressed.
6. Daddy was taking her on her first airplane ride.
7. She had a dentist appointment.
8. She was going to have her first dancing lesson.
9. A new organ was to be delivered.
10. Her new bedroom set was to be here.
11. A pool was being built.
12. She expected her dog would have puppies that day.
13. Aunt Mary was coming with a kitten.
14. Mother was coming home with a new baby.
15. She wanted to hide her report card.
16. She wanted to show her report card.
17. She wanted to get away from someone.
18. She was expecting a letter.

Gr. 6

ELABORATIVE THINKING

EXERCISE 9

Tim and Mark were discussing their future. "I'd like to be a famous explorer" said Tim.

"If you could choose any explorer in the whole world in any age, which one would you be?" questioned Mark.

What answers might Tim have given?

Gr. 6

ELABORATIVE THINKING

EXERCISE 10

A group of students was visiting a museum on a field trip. At the end of the tour the teacher counted her class and found one student missing. After an hour's search he was finally located.

Where was the missing student?

Gr. 6

ELABORATIVE THINKING

EXERCISE 9

1. Columbus
2. Balboa
3. Vasco De Gama
4. Vespucci
5. Davy Crockett
6. Perry
7. DeSoto
8. Cortez
9. Amunelsen
10. Osa Johnson
11. John Glean
12. Jacques Y Cousteau
13. Henry Hudson
14. Capt. James Cook
15. Magellan
16. Marco Polo
17. Admiral Byrd

Gr. 6

ELABORATIVE THINKING

EXERCISE 10

1. dangling his feet in a fountain
2. stuck behind a statue
3. inside a large urn
4. talking to the Museum curator
5. having a snack with custodian
6. in lunch room
7. in the museum library
8. on another floor
9. watching the invisible woman
10. at the souvenir shop
11. in the planetarium
12. in the parking lot
13. with another class
14. watching a live animal demonstration
15. lavatory
16. outside
17. fell asleep in a corner
18. out in the bus
19. buying something
20. inside a mummy
21. in a barrel
22. in one of the showcases

Gr. 6

ELABORATIVE THINKING

EXERCISE 11

The path wound upward in a zig-zig fashion to the top of the hill. At the edge of a steep cliff a gang of boys was standing motionless. They were staring at something near the foot of the cliff.

What were the boys staring at?

Gr. 6

ELABORATIVE THINKING

EXERCISE 12

Lucy was in the crowded department store doing her Christmas shopping. She loved the hustle and bustle of the season, the gay colors and the happy faces. Suddenly she stopped, just listening to the sounds around her.

What sounds might she have heard?

Gr. 6

ELABORATIVE THINKING

EXERCISE 11

1. a burning automobile
2. a helicopter had landed.
3. workmen were using a power shovel
4. men were building a dam
5. looking for a wild animal that had escaped from the circus
6. watching soldiers practice cliff climbing
7. watching army tanks
8. watching a mountain goat on his way up
9. watching a mother eagle around a fallen eaglet
10. a boy who had jumped
11. a boy who had fallen over
12. an eagle's nest
13. their camping equipment had fallen over
14. their food had fallen over
15. their camp was down below

Gr. 6

ELABORATIVE THINKING

EXERCISE 12

1. people talking
2. bells
3. foot steps
4. breathing
5. coughing
6. music
7. laughter
8. gay voices
9. cash registers
10. rolling of wheels of stock wagons
11. elevators
12. babies crying
13. jingling of coins
14. "I want this - I want that"
15. crumpling of paper
16. Christmas greeting
17. voice over intercom
18. rattling articles
19. whistling
20. Christmas carols
21. Santa Claus
22. talking toys

Gr. 6

ELABORATIVE THINKING

EXERCISE 13

It was the year 1750 and in the mist of early morning the great ship silently left her moorings under the half-whispered commands of her skipper. Suddenly there was a pounding of feet and the surprised yelp from one of the crew, "Stow away! Stow away!"

What questions are left unanswered?

Gr. 6

ELABORATIVE THINKING

EXERCISE 14

Priscilla had lived all her life in the South. She had lived in a large plantation home where servants had waited on her all day long. She had been taught how to embroider, speak like a lady, and play minuets on the piano. Then she had taken a trip to San Francisco. On the way the stagecoach had been ambushed by Indians and Priscilla had been taken captive.

What things would Priscilla have to learn in the Indian village?

Gr. 6

ELABORATIVE THINKING

EXERCISE 13

1. Why was the ship so silent?
2. What kind of ship?
3. Why was the ship leaving so early in the morning:
4. Where was the ship going?
5. Was the ship carrying cargo?
6. What was the purpose of voyage?
7. Where was the stowaway hiding?
8. Who was the stowaway?
9. Why was he stowing away?
10. Was the country at war?
11. From what port was the ship sailing?
12. Did the stowaway speak the same language?
13. How old was the stowaway?
14. Was the ship going on a long voyage?

Gr. 6

ELABORATIVE THINKING

EXERCISE 14

1. to speak the Indian language
2. how to cook their way
3. how to make pottery
4. how to make blankets and rugs
5. Indian dances
6. how to grind corn
7. how to carry things for the braves
8. how to make clothing
9. how to read smoke signals
10. Indian songs
11. Indian prayers and worship
12. how to weave
13. how to garden
14. how to catch fish
15. how to ride a horse
16. how to make moccasins
17. how to help make an Indian home
18. how to start a fire

Gr. 6

ELABORATIVE THINKING

EXERCISE 15

Paul Bunyan was explaining to a group of lumberjacks how he and Babe, the Blue Ox, had fed two thousand visiting Chinese lumberjacks on an exchange program to the United States sponsored by CARE.

How were these visitors fed?

Gr. 6

ELABORATIVE THINKING

EXERCISE 16

Cynthia was picking a bouquet. She saw a huge daisy and ran to get it. When she tried to pull it up, it wouldn't come. She pulled harder and harder and suddenly it came out by the roots. It left a hole that led to a long tunnel.

What do you think was at the end of the tunnel?

Gr. 6

ELABORATIVE THINKING

EXERCISE 15

1. barbequed sides of beef driven up from Texas
2. Paul brought whale steaks from Greenland
3. piped spring water from the mountains
4. blew fruit from pineapple plantations in Hawaii
5. collected ostrich eggs
6. lifted water tower over fire to make soup
7. baked pies in a volcano
8. made bread dough with a cement mixer
9. made dinosaur soup
10. fed men with CARE packages
11. shot watermelons from the South with a sling shot

Gr. 6

ELABORATIVE THINKING

EXERCISE 16

1. an underground cave
2. stolen jewels
3. a family of leprechauns
4. a huge space craft
5. a village of pygmies
6. hidden treasure
7. a sea chest
8. a skeleton
9. Indian relics
10. a banged up car
11. a carcass of an animal
12. a broken bicycle
13. bags of money
14. rare paintings
15. an ancient city
16. a castle
17. a rushing river

Gr. 6

ELABORATIVE THINKING

EXERCISE 17

Tom and Paul were discussing the impossible. "Wouldn't people look funny if they had tails?" commented Tom.

"They'd get in the way, especially in the winter," frowned Paul.

"But," reasoned Tom, "they might come in handy in the summer time."

Tom snickered, "Think what fun the gals would have decorating them!"

What would you do if you had a tail?

Gr. 6

ELABORATIVE THINKING

EXERCISE 18

The space ship left the launching pad and soon could only be traced by the tracking stations and the ground-to-air communications. Suddenly the ground tracking station heard the excited voice of the command pilot from the capsule, "It's coming closer! It's sending messages in our code!"

What questions are left unanswered?

Gr. 6

ELABORATIVE THINKING

EXERCISE 17

1. use it like a third hand
2. do tricks with it
3. decorate it
4. sweep with it
5. use it to climb trees
6. hang from trees like a monkey
7. hold onto an umbrella
8. swat flies
9. brush insects off walls
10. dust with it
11. frighten people
12. scratch with it
13. carry books
14. play games
15. bat balls
16. sit on it
17. hug people
18. pick up things
19. open doors
20. hang out car windows

Gr. 6

ELABORATIVE THINKING

EXERCISE 18

1. Is the crew of our space ship having trouble?
2. What does the object look like?
3. How far from earth are they?
4. At what speed are they traveling?
5. Who heard the voice from the command pilot?
6. Which tracking station heard the voice?
7. Are the pilot and crew of the space ship afraid?
8. How many people are on the space craft?
9. What was the purpose of their flight?
10. What was their destination?
11. By what method were the messages sent?
12. What did the message say?
13. What country sent up the space ship?

Gr. 6

ELABORATIVE THINKING

EXERCISE 19

Judy and Jane were identical twins. They were both in the same grade but in different rooms. One day the twins decided to switch places. Judy would go into Jane's room and Jane would go into Judy's class.

What problems would the girls have during the day?

Gr. 6

ELABORATIVE THINKING

EXERCISE 20

Bill Thomas had recently moved into a new neighborhood. He wanted very much to meet the girl next door. When he saw her walking her pet Chihuahua, he knew this was his golden opportunity. Immediately, he grabbed his big Boxer's leash and proceeded to take him for a walk. When the Boxer met the Chihuahua, a very unexpected thing happened.

What could have happened?

Gr. 6

ELABORATIVE THINKING

EXERCISE 19

1. Wouldn't answer to a different name as quickly
2. wouldn't know others in class
3. wouldn't know time schedule
4. wouldn't know location of things
5. might lose friends for each other
6. could alter each others grades
7. wouldn't write the same
8. wouldn't know spelling partner
9. might not have homework
10. they would have different voices
11. forget new teacher's name
12. wouldn't know fire exit

gr. 6

ELABORATIVE THINKING

EXERCISE 20

1. The chihuahua bit the boxer
2. The chihuahua and the girl ran away
3. The boxer stepped on the chihuahua
4. The chihuahua bit the dog
5. The chihuahua and the boxer became great friends
6. The boxer bit the girl
7. The boxer slipped from his leash and ran away
8. The dogs growled at each other
9. The girl ran
10. The boxer knocked over the girl
11. The boxer hid behind the boy
12. The girl did not like boxers and hurried past
13. The boxer growled and wouldn't let them pass
14. The girl was frightened and fainted
15. The boxer said "Beat it,Mutt!
16. The boxer did an embarrassing thing. The girls was wild!
17. The boxer saw a cat - took off and sent Bill flying on his face.

Gr. 6

ELABORATIVE THINKING

EXERCISE 21

Keith Brown was having dinner with his best friend Jack. Jack had a sister named Nancy whom Keith liked very much. Nancy prepared the dinner and made her apecial cherry pie. Keith took a few bites of the delicious pie when he noticed a tiny little worm crawling over one of the cherries.

What should Keith do?

Gr. 6

ELABORATIVE THINKING

EXERCISE 22

Dick and Glen were spending the day in Boston. As they wandered through the Common, they noticed a group of people gathered around a man standing on a platform giving a speech.

"Let's go over and find out what he's talking about" suggested Glen.

What might this man have been talking about?

Gr. 6

ELABORATIVE THINKING

EXERCISE 21

1. push the worm to one side and continue eating
2. say he was full and not eat any more
3. Tell Nancy what he found and ask for another piece
4. Tell Nancy what he found and ask for something else for dessert
5. Make a joke of the situation
6. Eat it
7. Give the worm to Keith
8. Put the worm inside a cherry
9. Throw the worm away
10. Return the pie to the kitchen without comment
11. Pretend he had to go to bathroom
12. Drop worm on floor
13. Shove worm inconspicuously under plate
14. Squish it

Gr. 6

ELABORATIVE THINKING

EXERCISE 22

1. rip down slums
2. no cars in Boston
3. helicoptor landing field and service
4. length of dresses
5. the way boys wear their hair
6. wants common to be a playground
7. wants all parking meters taken out
8. wants a swimming pool in the city
9. doesn't like Medicare
10. wants free living for everybody
11. communism
12. wants U.S. to stay home
13. the war
14. segregation
15. welfare programs
16. peace
17. a new religion
18. political speech
19. how to clean up Boston Common
20. nothing
21. the president
22. high prices, high taxes
23. end wars

Gr. 6

ELABORATIVE THINKING

EXERCISE 23

Jim and his dad were planning a two-week camping trip in the wilderness of Canada. They wanted to travel as much as possible by boat, and they knew the nights would be quite cool. There would be just the two of them for they did not want to pay for a guide.

What things could the two of them carry on the trip?

Gr. 6

ELABORATIVE THINKING

EXERCISE 24

Mr. Harris was anxious to get home after a hard day's work. As he was driving along, he saw a long line of cars stopped ahead of him.

What had caused the tie-up?

Gr. 6

ELABORATIVE THINKING

EXERCISE 23

1. sleeping bag
2. food in tins
3. dehydrated food
4. matches in tin box
5. fishing equipment
6. pup tent
7. dry clothes
8. rain coat
9. cooking equipment
10. tin dishes and cups
11. bug spray
12. flashlight and batteries
13. mosquito netting
14. sharp knife
15. can opener
16. rope
17. wire
18. hatchet
19. boots
20. camera
21. plastic sheet
22. matches
23. first aid equipment
24. transistor radio
25. flare for emergency
26. lantern
27. quick energy candy
28. powdered milk
29. canoe

Gr. 6

ELABORATIVE THINKING

EXERCISE 24

1. some one had a flat tire
2. a car crash
3. someone was hit
4. a fire in a hay wagon
5. police stopped cars looking for an escaped convict
6. cruiser looking for a rare type of blood
7. fire in house-- hose across a road
8. a burst water main
9. blasting
10. an important person was riding by
11. a road making machine stalled across road
12. landslide
13. road construction
14. tree across road
15. motion picture company at work

Gr. 6

ELABORATIVE THINKING

EXERCISE 25

The man in the scuba diving outfit plunged into the water and disappeared leaving only a froth of bubbles. Deeper and deeper he went. At last he had found it.

What questions are left unanswered?

Gr. 6

ELABORATIVE THINKING

EXERCISE 25

1. What was he searching for?
2. Was he alone?
3. From what did he dive?
4. What time of day was it?
5. What was the body of water?
6. What equipment did he have?
7. Was what he found alive?
8. How large was it?
9. What had he found?
10. Was it valuable?
11. How long had he been looking?
12. Was this his hobby?
13. Was this his occupation?
14. How did he feel?
15. Was he surprised?
16. Was he disappointed?

POETRY

GRADE 6

SNEEZLES

A.A. Milne

Christopher Robin
Had wheezles
And sneezles,
They bundled him
Into
His bed.
They gave him what goes
With a cold in the nose,
And some more for a cold
In the head.
They wondered
If wheezles
Could turn
Into measles,
If sneezles
Would turn
Into mumps;
They examined his chest
For a rash,
And the rest
Of his body for swelling and lumps.
They sent for some doctors
In sneezles
And Wheezles
To tell them what ought
To be done.

Sneezles con't.

All sorts and conditions
Of famous physicians
Came hurrying round
At a run.
They all made a note
Of the state of his throat,
They asked if he suffered from thirst;
They asked if the sneezles
Came after the wheezles,
Or if the first sneezle
Came first.
They said, "If you teazle
A sneezle
Or wheezle,
A measle
May easily grow.
But humour or pleazle
The wheezle
Or sneezle,
The measle
Will certainly go."
They expounded the reazles
For sneezles
And wheezles,
The manner of measles
When new.
They said, "If he freezles
In draughts and in breezles,

Sneezles con't.

55. Then PHTHEEZLES
56. May even ensue."

57. Christopher Robin
58. Got up in the morning,
59. The sneezles had vanished away.
60. And the look in his eye
61. Seemed to say to the sky,
62. "Now, how to amuse them today?"

Sneezles - A.A. Milne

First Day

I. Background information on A.A.Milne (1882-1956)

- A. Born in London
- B. Graduated from Cambridge University
- C. Assistant editor of humor magazine Punch
- D. First wrote poems about his three-year-old son, Christopher Robin.
- E. Continued, writing stories about his son's stuffed animals.
- F. Books for children, but immensely popular with both young and old.

II. Introduction to poem

- A. Motivating questions to be written on the board before poem is read.
    - 1. What device does Milne use to make the poem entertaining? (use of nonsense words)
    - 2. What common childhood experience is described in this poem? (having a cold)
- B. Read poem aloud to class
- C. Discuss answers to motivating questions on board.

III. Oral reading of poem

- A. Distribute copies of poem to students
- B. Read in unison
- C. Have students list all nonsense words in the poem.
- D. What is the one sensible word with which all the nonsense words rhyme? (measles)

IV. Introduction to satire

- A. Present the term satire - making fun of people's beliefs or actions, sometimes kindly, sometimes visciously.

B. Silent re-reading of poem by class to find what group of people Milne is satirizing (Adults in general, doctors and over-protective parents specifically)

Second Day

V. Social attitudes

A. The teacher writes the following questions on the board as a stimulus for five-man discussion groups.

1. What line indicates Christopher Robin's attitude toward the whole situation? (the very last line)
2. Contrast this attitude to that of the adults.
3. Which of these attitudes is correct? (answers may vary)
4. Did this poem happen long ago or could it happen today? In the future?
5. What makes a poem great? (universality)

B. The leader of each group prefaces discussion by re-reading poem to the group.

C. Discussion of answers to the questions with entire class. Teacher must be careful to bring out that in question three neither attitude is absolutely correct. Parental over-protectiveness as well as childish casualness are equally wrong. Children not realizing the implication of certain situations regarding their welfare, need the council and wisdom of parents. On the other hand, too much parental concern stifles natural child development.

Third day

VI. Use of poem with tape recorder

A. Assign sections of poem to five different groups

Example: Lines 1-10, lines 11-21, lines 22-37, lines 38-56, lines 57-62

B. Record using tape

C. Play back tape for pure enjoyment

VII. Follow up activities

A. Read other works by A.A. Milne illustrating the use of satire in children's literature

1. Any of the stories from The House at Pooh Corner.

2. From Now We Are Six - "King John's Christmas"

3. From When We Were Very Young -"Disobedience"

B. Works by Hans Christian Anderson using satire

1. "The Real Princess"

2. "The Emperor's New Clothes"

C. Read other poems using the device of nonsense words

1. "Eletelephony" - Laura E. Richards, P. 241
Time for Poetry

2. Jabberwocky - Lewis Carroll P. 241
Time for Poetry

(Note: for this lesson you will need the following record from The Pines of Rome - Respighi. You may order this through the A.V. Department)

FROM THE SHORE

Carl Sandburg

A lone gray bird,

[MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

First Day

I. Introduction of poem to class

  A. Use of record

    1. Motivating question - What feeling does this music give you?

    2. Play record - use "The Catacombs" from Respighi's The Pines of Rome.

    3. Discuss responses from class using the motivating question. Lead class to conclude that there is a feeling of loneliness, gloom, and also grandeur.

  B. Use of poem

    1. Motivating question - How does this poem remind you of the music?

    2. Teacher reads poem, creating through intonation and inflection the same feelings produced by the record.

    3. Discussing poem

      a. Point out that poem creates a mood of loneliness, gloom, and grandeur.

      b. Compare the feelings in the poem with those created by the music.

II. Working with the poem (Distribute copies to each pupil)

  A. Read poem in unison

  B. To be done in small groups: Make two headings on a piece of paper. Title one, Loneliness and Gloom; Title two, Grandeur. Put appropriate words and/or phrases under each heading.

  C. Discuss responses with entire class.

III. Use of tape recorder to record reading of poem with background music.

A. Make the recording

The musical selection is much longer than the poem. Familiarity with the music will tend to show appropriate places for:

1. beginning the reading (where solo instrument begins)
2. length of time to pause between selections of poem.
3. agreement of voice volume with music volume

Suggestion- It would be interesting to start the recording with a single voice and gradually add until the entire class is reading.

B. Play back recording to listen for the mood created by the poem and music.

THE WRECK OF THE HESPERUS

Henry Wadsworth Longfellow

1. It was the schooner Hesperus,
That sailed the wintry sea;
And the skipper had taken his little daughter,
To bear him company.

2. Blue were her eyes as the fairy-flax,
Her cheeks like the dawn of day,
And her bosom white as the hawthorn buds,
That ope in the month of May.

3. The skipper he stood beside the helm,
His pipe was in his mouth,
And he watched how the veering flaw did blow
The smoke now West, now South.

4. Then up and spake an old Sailor,
Had sailed to the Spanish Main,
"I pray thee, put into yonder port,
For I fear a hurricane.

5. "Last night, the moon had a golden ring,
And to-night no moon we see!"
The skipper, he blew a whiff from his pipe,
And a scornful laugh laughed he.

6. Colder and louder blew the wind,
A gale from the Northeast,
The snow fell hissing in the brine,
And billows frothed like yeast.

The Wreck of the Hesperus con't.

7. Down came the storm, and smote amain
The vessel in its strength;
She shuddered and paused, like a frightened steed,
Then leaped her cable's length.

8. "Come hither! come hither! my little daughter,
And do not tremble so;
For I can weather the roughest gale
That ever wind did blow."

9. He wrapped her warm in his seaman's coat
Against the stinging blast;
He cut a rope from a broken spar,
And bound her to the mast.

10. "O father! I hear the church-bells ring,
Oh say, what may it be?"
"'Tis a fog-bell on a rock-bound coast!"
And he steered for the open sea.

11. "O father! I hear the sound of guns,
Oh say, what may it be?"
"Some ship in distress, that cannot live
In such an angry sea!"

12. "O father! I see a gleaming light,
Oh say, what may it be?"
But the father answered never a word,
A frozen corpse was he.

The Wreck of the Hesperus con't.

13. Lashed to the helm, all stiff and stark,
With his face turned to the skies,
The lantern gleamed through the gleaming snow
On his fixed and glassy eyes.

14. Then the maiden clasped her hands and prayed
That saved she might be;
And she thought of Christ, who stilled the wave,
On the Lake of Galilee.

15. And fast through the midnight dark and drear,
Through the whistling sleet and snow,
Like a sheeted ghost, the vessel swept
Tow'rds the reef of Norman's Woe.

16. And ever the fitful gusts between
A sound came from the land;
It was the sound of trampling surf
On the rocks and the hard sea-sand.

17. The breakers were right beneath her bows,
She drifted a dreary wreck,
And a whooping billow swept the crew
Like icicles from her deck.

18. She struck where the white and fleecy waves
Looked soft as carded wool,
But the cruel rocks, they gored her side
Like the horns of an angry bull.

The Wreck of the Hesperus con't.

19. Her rattling shrouds, all sheathed in ice,
With masts went by the board;
Like a vessel of glass, she stove and sank,
Ho! Ho! the breakers roared!

20. At daybreak, on the bleak sea-beach,
A fisherman stood aghast,
To see the form of a maiden fair,
Lashed close to a drifting mast.

21. The salt sea was frozen on her breast,
The salt tears in her eyes;
And he saw her hair, like the brown seaweed,
On the billows fall and rise.

22. Such was the wreck of the Hesperus,
In the midnight and the snow!
Christ save us all from a death like this,
On the reef of Norman's Woe!

I. Background for teacher - Longfellow

- A. Born in Portland, Maine 1807
- B. Entered Bowdoin College at 15, graduated at 18
- C. Widely traveled
- D. Taught at Bowdoin and Harvard
- E. Lived most of his life at Cambridge
- F. Home open for public to visit today
- G. Literary works
  - 1. Narrative poems
    - a. Song of Hiawatha
    - b. Courtship of Miles Standish
    - c. Evangeline
  - 2. Lyric
    - a. The Children's Hour
    - b. The Village Blacksmith
    - c. Paul Revere's Ride
- H. First American poet to receive recognition from foreign countries
- I. Poet's Corner, Westminster Abbey, bust - no other American has this honor.

First Day

II. Presenting - The Wreck of the Hesperus

- A. Use background information on Longfellow to introduce author to class.
- B. Possible questions for motivation
    - 1. Who can describe what it's like to be in a sailboat? In a storm?
    - 2. What is a Northeaster like?
    - 3. What does the word "woe" mean?
    - 4. Why do you think a location might be called Norman's Woe?
    - 5. Who has been to Norman's Woe? Describe.
- C. Give background information on The Wreck of the Hesperus to introduce class to poem.
    - 1. Norman's Woe - a reef on the east coast of Cape Ann near Gloucester.
    - 2. There is some doubt as to where the Hesperous actually crashed. Some authorities say it happened near Rowes Wharf in Boston.
    - 3. Longfellow read account of the wreck
    - 4. Twenty bodies washed ashore
    - 5. One lashed to a piece of wreckage
    - 6. Longfellow sat up till midnight thinking. This poem came by stanza, not by line.
- D. Read the poem to class (listening exercise)
- E. Ask the following questions
    - 1. What is the setting for this poem? (New England shore, winter, night)

2. What kind of poem is it? (tragedy)

3. What caused the tragedy? (the stubbornness of the captain; the weather)

III. Second Day

A. Distribute duplicated copies of poem to class.

B. Use the study guide in teams of two.

C. Check with answer key and discuss with class.

D. Any answer that can be justified is acceptable.

NAME ______________________________

THE WRECK OF THE HESPERUS

Henry Wadsworth Longfellow

STUDY GUIDE

1. Which stanzas describe the captain's daughter?

______ ______

2. Which phrases from the above stanzas describe her?
Example: Eyes as blue as fairy-flax

a. ______________________________

b. ______________________________

c. ______________________________

3. Which stanzas describe the storm?

______ ______ ______ ______ ______

4. Which phrases from the above stanzas set the mood of the storm?

Example: Colder and louder blew the wind,

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

5. Which two stanzas first bring an ominous (threatening) tone to the poem?

______ ______

6. Which stanza gives an insight into the captain's nature revealing his undesirable qualities?

____

7. What are two of these negative qualities?

a. ______________________________

b. ______________________________

8. What qualities does he express in the treatment of his daughter?

____

____________________ ____________________

9. Which stanzas describe the Hesperus as a wreck?

________________ ____________

10. Which phrases from the above stanzas are used for this description?

a.____

b.____

c.____

11. To what is this vessel compared by the author?

Stanza 7: ________________________________

Stanza 15:________________________________

Stanza 19: ________________________________

12. A poet is said to have poet's license when he departs from strict rules of form, grammar, etc.

13. What evidence is there of poet's license in The Wreck of the Hesperus?

Example: Stanza 3 : The skipper he stood beside the helm,

Stanza 5:________________________________

Stanza 18: ________________________________

Stanza 2: ________________________________

14. Archaic means old-fashioned

15. What evidence is there of archaid usage in this poem? Write the word and its meaning.

Example: Stanza 7 : amain - with vigor, furiously, suddenly

Stanza 3 ________________________________

Stanza 4 ________________________________

16. What examples can you find where the author changes accents and uses contractions to keep the meter of the poem? Example: Stanza 1-daughter

Stanza 4 ________________ Stanza 10 ________________

Stanza 14 ________________ Stanza 15 ________________

The Wreck of the Hesperus

Henry Wadsworth Longfellow

Answers to Study guide

1. 2, 21
2. Cheeks like the dawn of day, bosom white as hawthorn buds, hair, like the brown seaweed
3. 6, 15, 16, 17, 18
4. snow fell hissing, billows frothed like yeast, midnight dark and drear, whistling sleet an snow, fitful gusts, trampling surf, whooping billow, swept the crew like icicles
5. 4, 5
6. 5
7. over-confidence, contemptuousness, unwillingness to accept advice
8. love, concern for her safety, protectiveness
9. 18, 19
10. rocks gored her side like the horns of an angry bull
    vessel like glass, stove and sank
11. Stanza 7 - frightened steed Stanza 15 - sheeted ghost
    Stanza 19 - glass
12. No answer required
13. Stanza 5 - The skipper, he blew a whiff, Stanza 18 - The cruel rocks, they gored her side, Stanza 2 - That ope in the month of May.
14. No answer required
15. Stanza 3 - flaw (a sudden brief gust of wind)
    Stanza 4 - yonder
16. Stanza 4 and 8 sailòr
    Stanza 14 - savèd
    Stanza 10 - 'Tis
    Stanza 15 - Tow'rds

Third Day

III. Oral reading of poem by students

- A. To prepare students for oral reading, stress the need to observe punctuation marks.
    1. When there is no punctuation mark at the end of a line, there is no pause.

       Example: Stanza 3 lines 4 and 5
    2. Observe pronunciation of accented words

       Example: Stanza 1 - daughtèr (daugh-TER)
- B. Divide class into 3 sections for purposes of oral reading. It is important to use the tape recorder for this lesson.
    1. Group I- Stanzas 1 - 5 Preface
    2. Group II - Stanzas 6 - 15 The Storm
    3. Group III - Stanzas 16-22 The Wreck
- C. Play back tape one section at a time, while class listens to evaluate.

LINGUISTICS

GRADE 6

Vocabulary Building -

It is suggested that this review lesson be used early in the school year.

I. Lesson 1

A. Words that answer Who? When? Where? What? How?

1. Brainstorming

a. Teacher divides class into three-man teams.

b. A scribe is selected for each group.

c. Scribe copies categories Who? When? Where? What? How?

d. Each group finds words for each category.

2. Teacher puts headings on board.

a. Scribe from each team gives one response from each category.

b. Teacher lists responses on board under correct category.

3. Example of words

Who?	When?	Where?	What?	How?
diver	yesterday	inside	picnic	greedily
creature	soon	under	conference	ferociously
gang	never	there	storm	cautiously
Batman	1870	seaside	dart	strangely
astronaut	21st century	desert	shipwreck	slowly

B. Phrases that answer Who? When? Where? What? How?

1. Written work

a. Class remains in groups with scribe to write responses from team members

   b. Scribe lists the same categories on paper.

   c. Put a specified number of words from each category, either from board or team lists, into phrases under appropriate categories.

2. Teacher puts categories on board

   a. Scribe from each team gives one response to fit each category.

   b. Teacher lists one or two sample phrases on board under appropriate category. To save time, the remaining phrases may be given orally.

3. Example of phrases

Who?	When?
the cautious diver	the day before yesterday
the other astronaut	as soon as possible
the weird creature	in the 21st century

Where?	What?
inside the barn	the noisy picnic
under the ledge	the storm
at the seaside	the scientific discovery

How?

greedily eating

strange and sinister

slowly advanced

II. Lesson 2

- A. Skimming for words that answer Who? When? Where? What? How?
    - 1. Use the same groups and same categories as previous day.
        - a. Each team member brings to group any book of his choosing - fiction is preferred, though not absolutely necessary.
        - b. Scribe lists responses for each heading from team members as they skim to find appropriate words (time limit of 10 min)
    - 2. Teacher puts categories on board
        - a. Scribe from each team gives one response from each category.
        - b. Teacher lists a few sample responses on board under each category.
- B. Phrases that answer Who? When? Where? What? How?
    - 1. Written work
        - a. Class remains in groups with scribe writing repponses from team members.
        - b. Scribe lists the same categories on paper.
        - c. Put a specified number of words from each category, either from board or team lists, into phrases under correct category.
    - 2. Teacher puts categories on board
        - a. Scribe from each team gives one response from each category.
        - b. Teacher lists a few sample phrases on board under appropriate category.

IV. Lesson 3 Parts of speech - nouns and adjectives

A. Principle

1. A noun may change categories or become an adjective depending on its use.
2. The picnic next door - answers What?)
) noun
3. At the picnic - answers Where?)
4. Picnic lunch- adjective

B. Teacher explains and illustrates how a noun may change categories or become an adjective depending on its use.

1. Class divides into pairs.
2. Teacher duplicates or writes on the board the following word list.

	What?	Where?	When?	Noun changes to adjective
1.	storm	in the storm	during the storm	storm cloud
2.	house	behind the house		house dog
3.	tree			
4.	table			
5.	shipwreck			
6.	conference			
7.	battle			
8.	crash			
9.	floor			
10.	car			
11.	classroom			
12.	lunch			
13.	library			
14.	window			
15.	door			

16. show
17. skin
18. wall
19. assembly
20. evening

3. Pairs brainstorm to complete columns. Words will not always fit correctly in each column.
4. Discuss as a class
5. Suggested answers. Answers may vary

What?	Where?	When?	Noun changes to Adjective
3. tree	under the tree		tree house
4. table	on the table		table tennis
5. shipwreck	under the shipwreck	during the shipwreck	
6. conference	at the conference	during the conference	conference table
7. battle	at the battle	after the battle	battle dress
8. crash	to the crash	before the crash	crash helmet
9. floor	on the floor		floor lamp
10. car	in the car		car wash
11. classroom	in the classroom		classroom door
12. lunch	in the lunch	before lunch	lunch room
13. library	in the library		library book
14. window	near the window		window box
15. door	under the door		door frame
16. show	at the show	during the show	show bill
17. skin	on the skin		skin diver
18. wall	near the wall		wall space
19. assembly	at the assembly	after assembly	assembly room
20. evening		yesterday evening	evening dress

IV. Lesson 4 Parts of speech

A. Principle

1. A noun may change its part of speech depending upon its use.
2. Dart through the woods. Verb
3. Throw the dart. Noun

B. Teacher explains and illustrates how a noun may change its part of speech depending upon its use.

1. Class divides into pairs.
2. Teacher writes the following word list on the board.
3. Pairs brainstorm to put these words into sentences illustrating the parts of speech indicated.

    1. camp — noun and verb

       example: The $\overset{\text{noun}}{\underline{\text{camp}}}$ was in the forest

       The patrol will $\overset{\text{verb}}{\underline{\text{camp}}}$ here.

    2. hose — noun and verb
    3. kindly — adverb and adjective
    4. surface — noun and adjective
    5. total — noun and verb
    6. shy — adjective and verb
    7. help — noun and verb
    8. comb — noun and verb
    9. award — noun, verb, adjective
    10. light — noun, verb, adjective

4. Suggested answers. Answers may vary

noun verb
2. Bring the hose to the garden. Hose down the sidewalk.

adv. adj.
3. Kindly pass the butter. The kindly old man gave me a quarter.

noun adj.
4. The surface was shiny. The surface scratch was very long.

noun verb
5. This total is incorrect. Please total it again.

adj. verb
6. The shy kitten ran away. Why did the horse shy away from dogs.

noun verb
7. Help will come sonn. Help me.

noun verb
8. Here is a comb. Comb your hair before dinner

noun
9. This award will be given to the best athlete.

verb adj.
Award it to him. How will he spend his award money?

10. Turn on the light. Light the candle. Wrap the present in light blue paper, please.

5. Discuss the responses as a class.

GENERIC AND SPECIFIC WORDS

I. Lesson 1

A generic word is a general word that names a whole class of things.

Generic words: animal, vegetable, go, person

A specific word is a particular word.

Specific words: donkey, onion, scamper, sergeant

Specific - generic word study prior to grade six includes the following words:

Grade I: good, bad, little, big, house, go

Grade II: man, woman, happy, sad, nice

Grade III: girl, boy, dress, throw, road

Grade IV: small, storm, said, beautiful, walked

Grade V: road, story, house, fast, nice, make

Tom and his family had a very interesting vacation. They stayed at a fine hotel in the mountains that supplied them with interesting entertainment and fine food. The weather was fine while they were there. One day they went on an interesting hike. There were so many interesting things to see - the spotted fawn, two bear cubs, and a dark cave. They had an interesting time.

A. Introduction

1. Have the above selection duplicated but do not pass it to class members at this time.
2. Teacher reads aloud the above paragraph to the class.
3. Follow-up questions
   a. Did you like this paragraph? (no.)
   b. Why not? (Overworked words)
   c. How can you improve it? (Change overworked words.)

4. Students should be made aware that some words were overworked and that more descriptive or specific words may be used to replace the overworked, generic words.

B. Brainstorm in three-man teams to find other specific words for interesting and fine.

1. Teacher puts the two generic words on the board

interesting fine

2. Compile a class list of specific words on the board under each word.

3. Teacher may add any words not suggested by the students from the list below.

interesting

exciting
gratifying
pleasing
winning
fascinating
intriguing
captivating
eventful
agreeable
absorbing
engaging

sweet
entertaining
charming
enchanting
attractive
bewitching
amusing
lovely
effective
engrossing

fine

little
minute
slender
fragile
refined
attractive
tiny
skilled
subtle
sharp
superior

small
delicate
dainty
thin
fair
small
flimsy
accomplished
polished
keen
pleasant
excellent

C. Replacing words in the paragraph

1. Pass out duplicated sheets.

2. Using class list on board, choose specific words and write them above the generic words in the story. Try to use different specific words.

D. Samples of the stories may be read aloud.

II. Lesson 2

Have the following paragraph duplicated but do not distribute.

There was an awful sound followed by an awful cloud of black smoke. Because of the strong wind, the cloud drifted an awful long way, but it was not strong enough to do much damage. The strong odor of smoke lingered for an awfully long time, however.

A. Brainstorm in groups of three for specific words for awful and strong.

1. Compile a class list on the board
2. Teacher may add any words not suggested by the students. (See list below.)

awful		strong	
fearful	frightful	vigorous	robust
shocking	horrible	powerful	brisk
distressing	abominable	blustering	violent
odious	ghostly	solid	firm
appalling	dire	durable	intense
dreadful	alarming	concentrated	rank
hideous	revolting	high	gamey
hateful	repulsive	offensive	stable
detestable	offensive	established	responsible
loathsome	deathly	forceful	convincing
livid	disgusting	hard	energetic

B. Replacing words in the paragraph

1. Pass out duplicated paragraphs to each team.
2. For each generic word write a specific word above it using the class list. Try to use different specific words.

C. Samples of the stories may be read aloud. Improvement in imagery and interest should be noticed.

III. Lesson 3

A. Write the following words on the board: like, soft

1. The class should be divided into two-man teams.
2. Each team writes a short paragraph using the generic words "like" and "soft", as often as possible (10 min. time limit suggested)
3. Teams substitute specific words for the generic words using the following duplicated list of words.

like

enjoy
take pleasure in
fancy
prefer
admire
be fond of
welcome
prize
care
want

appreciate
relish
care for
delight in
take to
attracted to
be glad of
hold dear
be willing
[illegible]

soft

pliant
malleable
supple
sensitive
tractable
flabby
flimsy
feathery
spongy
mellow
silky
mild
gentle
faint

flexible
tender
responsive
yielding
limp
downy
fleecy
doughy
velvety
satiny
fluffy
muffled
smooth

4. A selected number of paragraphs may be read to the class to illustrate effective writing using specific words.

LISTS OF SPECIFIC WORDS
TO USE FOR GENERIC WORDS

awful

- fearful
- frightful
- shocking
- horrible
- distressing
- abominable
- odious
- ghastly
- appalling
- dire
- dreadful
- alarming
- hideous
- revolting
- hateful
- repulsive
- detestable
- offensive
- loathsome
- deathly
- livid
- disgusting

strong

- vigorous
- robust
- powerful
- brisk
- blustering
- violent
- solid
- firm
- durable
- intense
- concentrated
- rank
- high
- gamey
- offensive
- stable
- established
- responsible
- forceful
- convincing
- hard
- energetic

soft

- pliant
- flexible
- malleable
- tender
- supple
- sensitive
- responsive
- tractable
- yielding
- flabby
- limp
- flimsy
- downy
- feathery
- fleecy
- spongy
- doughy
- mellow
- velvety
- silky
- satiny

Lists of specific words to use for generic words

fine	interesting	like
little	gratifying	enjoy
small	engaging	appreciate
minute	pleasing	take pleasure in
delicate	sweet	relish
slender	entertaining	fancy
dainty	charming	care for
fragile	winning	prefer
thin	enchanting	delight in
refined	fascinating	admire
fair	attractive	take to
attractive	intriguing	be fond of
small	bewitching	attracted to
tiny	captivating	welcome
flimsy	amusing	be glad of
skilled	eventful	prize
accomplished	lovely	hold dear
refined	agreeable	care for
polished	effective	want
subtle	absorbing	be willing
keen	engrossing	
sharp		
pleasant		
superior		
excellent		

Similes

(lesson 1)

A Tiger at Play

My kitten is a tiger when she stalks her toy mouse. She weaves across the floor like a snake and then stops and crouches as still as a statue. Her ears are like two antennas as she listens for sounds from her victim. My kitten's tail suddenly switches like a leaf in a breeze. Her muscles tighten like a vise. Then, with a flash like lightning, she darts through the air. A sudden crash, loud as thunder, fills the air! My mother's table and lamp go over! My kitten lands on her toy mouse!

A simile is a figure of speech that compares two entirely different things by the use of like or as.

Example: She was as happy as a clam.

The water flashes like sparkling jewels.

A metaphor is a figure of speech in which the comparison between two different things is simply implied, or suggested.

Example: You are a brick to be helping this way.

A. Introduction

1. The above selection from English Your Language, Grade 6, Allyn and Bacon, 1963, page 247, should be duplicated but not passed to the class at this time.
2. Teacher reads above selection to class.
3. Motivating questions:
    a. Why does this passage bring such vivid pictures to your mind? (Use of descriptive words)
    b. What literary devices does the author use? (Similes and metaphors)

4. Review definition of simile - a figure of speech that compares two entirely different things by the use of like or as.

   Example: Her hands felt like ice cubes.

   The cave was as black as pitch.

   It should be made clear that every time the students see the words like and as a simile is not always indicated. Only if there is a comparison of two unlike things is there a simile. I like cats is not a simile. Mary sang as she prepared supper is not a simile.

5. Review definition of metaphor; a figure of speech in which the comparison between two different things is simply implied, or suggested.
6. Pass out duplicated selection to members of the class.
7. Each student studies the selection independently.
8. On a separate paper each student will write two headings:

   Simile Metaphor

9. Put phrases from the selection under the correct headings. (Mention to the students that this selection contains more similes than metaphors.)
10. Discuss as a class. Make sure each student has a complete list of correct responses.
11. Corrêct responses:

Simile	Metaphor
like a snake	kitten is a tiger
as still as a statue	
like two antennas	
like a leaf in a breeze	
like a vise	
a flash like lightening	
as loud as thunder	

12. In two-man teams write other similes for those listed.

(time limit suggested - 10 min.)

Example:	like a snake	like a swaying rope
		like a trickle of water
		like a slithery eel

Suggested Follow-up

To make children aware of similes in written materials, have a week-long Simile Hunt. Have the children copy down all the similes which they can find in any printed material; newspaper, billboards, magazines, books, etc. Each simile should be copied in best handwriting, source noted, initialed by child who brought it in, and posted on a bulletin board set aside for this purpose. At the end of a week a tally should be taken to see who has found the greatest number of similes.

METAPHORS *

I. Lesson 1

A. Teach relationship between simile and metaphor

1. Teacher writes the following sentences on the board.

   a. The pigeons in the park were like a tattered army picking up crumbs.

   b. The blazing sun is like a furnace.

   c. The bear was like a Sherman tank as it lumbered through the woods.

   d. Richard was as cross as a bear this morning when he couldn't find his homework.

2. Questions:

   a. What two things are compared in each sentence?

   b. What name is given to this figure of speech? (simile)

   c. Besides the comparison of two things, what words are necessary to indicate a simile is being used in a sentence? (The words: like or as.)

3. Restate the four sentences on the board without using the words like or as.

   a. The pigeons in the park were a tattered army picking up crumbs.

   b. The blazing sun is a furnace.

   c. The bear was a Sherman tank as it lumbered through the woods.

   d. Richard was a bear this morning when he couldn't find his books.

4. Questions:
    a. What figure of speech is being used now? (Metaphor)
    b. What is the difference between a simile and a metaphor? (A simile uses the words like or as with the comparison and a metaphor does not.)

B. Practice with metaphors

1. In changing a simile to a metaphor, some words may have to be altered.
    a. Example: The cat, like a limp rag, sprawled in the sun. (Simile)
    b. The cat was a limp rag sprawling in the sun. (Metaphor)
2. In changing a simile to a metaphor, some words may have to be omitted.
    a. Example: the car standing in the sun all day was as hot as an oven. (Simile)
    b. The car standing in the sun all day was an oven. (Metaphor)
3. Independent work
    a. Have the following sentences duplicated to hand to the students.
    b. Rewrite the sentences changing the similes to metaphors.
    c. Remind students that some changes in wording may be necessary.
    d. Remind the students that everytime the students see the words like or as a simile is not indicated. A simile is formed only when two unlike things are being compared.
    e. Remind students that some words may need to be omitted in addition to like or as.

4. Sentences to be duplicated
    a. That boy is like a horse when it comes to doing hard work.
    b. The rolling waves were like rows of can-can dancers with billowy white petticoats.
    c. The gas pipes were like long, hard, gray hollow worms.
    d. The pounding rain was as blinding as a dense gray wall.
    e. The swollen river is like a raging dragon.
    f. The bird was like the faint melody of a lilting song.
    g. The students were like a well-organized army as they planned the party.
    h. The young people were like packed sardines on the dance floor.
    i. The waiters, lined up for inspection, were like seagulls perched on Fisherman's Wharf.
    j. The peasants scurried around like ants in an overturned nest.

II. Lesson 2
  A. Listening exercise
    1. Review briefly that a metaphor is a figure of speech in which the comparison between two different things is simply implied, or suggested.
    2. The teacher explains that in the following poem the four winds i.e. North, South, East, and West are used in a metaphor.
      a. Listen to find what things the winds are compared to.
      b. Remember these four comparisons..

a. The teacher lists the additional comparisons on the board after the first ones

giant - (not a bear; bear is used in a simile referring to cross as)

lady

old man

gay lad

b. Follow-up: With what other things might the four winds be compared?

3. Teacher reads verse 1

The North Wind is a beggar
Who shudders at the cold.
The South Wind is a sailor
With pockets full of gold.
The East Wind is a gypsy
With saucy cap and feather.
The West Wind is a wizard
Who conjures wicked weather.

a. The teacher lists the four winds on the board.

b. After each, list the comparison elicited from the class.

North Wind - beggar
South Wind - sailor
East Wind - gypsy
West Wind - wizard

4. Teacher reads verse 2 - find what other things the winds are compared with:

The Winter Wind's a giant
As grumpy as a bear.
The Summer Wind's a lady
With flowers in her hair.
The Autumn Wind's an old man
As touchy as a thistle.
The Spring Wind is a gay lad
Who blows a silver whistle.

May Justus

KERNEL SENTENCES

1. Fish hook dangled.
2. Satelite flickered.
3. Poet thought.
4. Marionette danced.
5. Orchestra played.
6. Orchid wilted.
7. Parakeet chirped.
8. Sportscar roared.
9. Pony tail swayed.
10. Porridge butbled.
11. Missile soared.
12. Reindeer nibbled.
13. Soldier tramped.
14. Glacier sparkled.
15. Fish market reeked.
16. Beach comber hunted.
17. Chest creaked.
18. Octopus slithered.
19. Porpoise plunged.
20. Choir sang.
21. Eagle swooped.
22. Swimmer splashed.
23. Dagger gleamed.
24. Caterpillar munched.
25. Mathematician scowled.
26. Dinosaur lumbered.
27. Monk chanted.
28. Fountain glimmered.
29. Mosquito buzzed.
30. Empire collapsed.
31. Hurricane advanced.
32. Demonstration began.
33. Rhinoceros snorted.
34. Dungeon echoed.
35. Archaeologist unearthed.
36. Bell vibrated.
37. Butler announced.
38. Acrobat dangled.
39. Thunderhead billowed.
40. Safari camped.
41. Flood receded.
42. Planets collided.
43. Pitcher hurled.
44. Millionaire sighed.
45. Chimney sweep sneezed.
46. Peddlar argued.
47. Newsboy hollered.
48. Manager complained.
49. Blizzard howled.
50. Correspondent ducked.

Expanding Sentences -

I. Suggestions for using the list of fifty kernel sentences.

A. Divide the class into two-man teams. Each team is assigned five kernel sentences. Brainstorm to make the best possible expanded sentence from these kernels. (A 15 minute time limit is suggested). Team leader reads to class the kernel sentence and the best expanded sentence. These are printed on colored paper and posted on the bulletin board along with the original kernel.

B. The class may be divided into three-man teams. Each team is given the same kernel sentence to be expanded with as many words as possible building a single sentence. (A time limit of five minutes is suggested.) At the end of the time limit each leader brings the expanded sentence to the teacher who reads all the expanded sentences to the class. Summarize this activity by pointing out that one kernel sentence may be expanded in many ways.

C. The class is divided into two-man teams. Each team is given a different kernel sentence. Example: Fish wiggled. The teams brainstorm first to expand just the noun. Example: the slippery fish, the scaley fish, the crosseyed fish, the fish with the hook in his mouth. Then brainstorm to expand the verb. Example: wiggled frantically, wiggled while dangling at the end of the line. From these expanded noun and verb phrases form an expanded sentence by combining the best noun phrases and verb phrases. Example:

> The slippery fish wiggled frantically.
>
> The scaley fish wiggled while dangling at the end of the line.
>
> The slippery, scaley fish wiggled frantically while dangling at the end of the line.

For reinforcement the above precedure can be repeated with a different kernel sentence.

Summarize these lessons by reviewing aims of expanding sentences: to make sentences longer, more accurate, and more colorful thus improving all compositions, essays, creative writing, etc.

SENTENCE STRUCTURE

I. Lesson 1 Kernel sentences

A. A kernel sentence is a simple sentence with no modifiers. It consists of a subject and predicate.

B. Review subject -predicate construction of sentence.

1. From picture file, current newspapers, magazines, teacher selects a minimum of three pictures showing dynamic action. These should be displayed on the bulletin board.

2. To the class: pretend you are a newspaper reporter.

   a. What might the headlines be for your newspaper if you were assigned to "cover" each situation pictured?

   b. Remember headlines must be brief, stating in colorful, specific words exactly what action takes place. Use just two words. Example: Team Wins, War Escalates, Floods Rage

3. Teacher writes suggestions from class on paper to hang above pictures on bulletin board.

4. State that these headlines are kernel sentences consisting of noun and verb. The smallest sentence that can be written.

C. Teacher should have ready five more pictures to be displayed.

1. Divide class into two-man teams.

2. Use pictures to motivate "headline" writing - kernel sentences.

3. Write on colored strips of paper. Use specific, not generic words; make sure one word is a noun and one word a verb.

4. Mount pictures along with "headlines" on the bulletin board.

D. Additional activity

1. Students bring from home kernel sentences clipped from newspapers and magazines.
2. Explain that a longer headline may be shortened to make a kernel sentence.
3. Cut out words not needed.

II. Lesson 2 Sentence Patterns

A. Have displayed either on the board or on a permanent chart, the sentence patterns to be discussed in the following lessons. Noun Verb, Noun Verb Adverb, Noun Verb Noun, Noun Linking Verb Noun, Noun Linking Verb Adjective. Have prepared also 3 x 4 cards with the initials of the sentence patterns.

B. Use of kernel sentences in sentence patterns.

1. Teacher prints the following sentence on one long strip of paper and tapes it across the front of the room. (Suggestion: Use adding machine tape from the office.) The brave young knight with shining armor and waving plumes rode his panting black steed furiously over the silent, misty plains toward the raging battle.
    a, Ask the class to identify the kernel sentence.

    (Knight rode)

    b. Cut out these two words and tape to the blackboard in a different location.

c. Have the class select from the chart or board the sentence pattern represented by these two words (Noun and Verb)

d. As the sentence pattern is identified, place the 3 x 4 card with the initials N V above each word of the kernel sentence in the proper place.

N V
Knight rode

e. Tell the class the NV pattern is the simplest sentence pattern.

f. Have the students write five sentences using the Noun Verb pattern. Use two words only; label N V

2. Tell the class this same sentence can be used to illustrate other sentence patterns.

a. Does this sentence answer the question How? How did he ride? (yes)

b. Ask the class to identify the word which answers the question "How?" (furiously)

c. Cut this word from the main sentence and tape to the board after the kernel sentence.

d. Ask the class: What is the new sentence pattern? Use the chart to find the pattern -Noun Verb Adv.

e. Have the prepared 3 x 4 card with the letters Adv. ready to place above the word furiously.

f. Have the class check their five noun-verb sentences to see which ones might be expanded with an adverb. Add the adverbs where ever possible.

g. Have some samples read orally.

h. Remove the adverb (furiously) before proceeding.

3. There is one more sentence pattern illustrated in the sentence about the knight.
    a. Does this sentence answer the question "What?" What did the knight ride? (yes)
    b. Ask the class to identify this word. (steed)

       Cut this word from the main sentence.

       Place it on the board after the kernel sentence.

       Example: Knight rode steed
    c. Ask the class: What is the new sentence pattern? Use the chart to find the pattern. (Noun Verb Noun)
    d. Have the prepared 3 x 4 card with the letter N ready to place above the word steed.
    e. Have the class check their original five N-V sentences to see which ones might be expanded with another noun. Add nouns wherever possible.

       If none of their sentences can be expanded by adding a noun (direct object) have them write some which will follow this pattern.
    f. Have some samples read orally.

III. Lesson 3 Sentence patterns with linking verbs

A. Teacher writes the following sentence on the board:

The steed is a horse.

1. This sentence illustrates another sentence pattern, because a different kind of verb is used. What is the verb? (is)
2. This is called a linking verb because it does not show action.

3. Teacher places 3 x 4 card LV over the word <u>is</u> on the board.
4. Class identifies the other nouns (horse, steed) in the sentence. Have each noun labeled N using the 3 x 4 cards.
5. Point out the sentence pattern N LV N.

B. Have two-man teams wrtie five N LV N sentences. Be sure the two nouns refer to the same thing. Be sure to use a linking verb as in Example 1 not as in Example 2.

Example 1. The man is a lawyer. Lawyer and man are the same person. N LV N

Example 2. The boy hit the ball. N V N
Ball and boy are <u>not</u> the same. Most linking verbs are forms of the verb <u>Be</u>.

C. Have samples read orally.

D. Teacher writes the following sentence on the board:

The knight is brave.

1. This sentence illustrates another sentence pattern.
2. What kind of verb is used? (linking verb)
3. How is this sentence different from the <u>The steed is a horse</u> ?
4. Elicit response: The LV is followed by an adjective.
5. Place a 3x4 card with the letters Adj. above the word <u>brave</u> on the board.
6. Place 3 x 4 cards N and LV over the correct words so that the pattern N LV N emerges.

E. Two-man teams revrite N LV N sentences replacing the final noun with an adj.

```
           N   LV  N
Example:  The steed is a horse.
           N   LV  Adj.
          The steed is fast.
```

F. Have samples read orally.

IV. Lesson 4 Practice in writing sentence pattersn.

A. Review briefly the five sentence patterns and write an example for each pattern.

B. Have the students work on the following exercise either independently or in pairs.

1. Explain that part of a sentence has been given and that the sentence is to be completed with the part of speech indicated.

2. Example:

Adv.
The dog growled ___(loudly)______

LV
The ground ___(is)___ hard.

N Adv.
The (dog)___ ran (quickly)___.

a.
N LV Adj.
The ______________ was ________.(sunset, beautiful)

b.
N V Adv.
The ____________ roared ______(engine, loudly)

c.
N V N
The __________ ate the ________.(dragon,giant)

d.
N V
The _________ __________.(rain, fell)

e.
N LV N
The _________ is a _______. (woman, singer)

f.
N LV
The __________ ______ an archeologist.(man,is)

Changing Word Order

I. Lesson 1.

A. Illustrate the great number of sentences possible on the basis of word order:

1. Teacher writes the following words on the board in this arrangement:

castle is pretty
here near the

2. Instruct the students in two-man teams to arrange the words on the board into as many different sentences as possible. Build a minimum of six sentences. Questions as well as statements should be used. Example: The dog is big. Is the dog big?

(possible sentences)

The castle is pretty near here.
The castle near here is pretty.
Near here the castle is pretty.
Near here is the castle pretty?
Near here is the pretty castle.
Pretty near here is the castle.
The pretty castle is near here.
Is the pretty castle near here?
Is the castle pretty near here?

There are other less logical possibilities.

Suggestion from: *Elementary School English* Book 4,
Teachers Edition, Addison-Wesley Publishing Co., p. 41

3. Discuss as a class and write responses on the board.

B. Summarize by eliciting from class:

   1. Word order is necessary in the English language in order to convey meaning in sentences.
   2. Meaning of sentences may change when order is changed.
   3. Statements may be changed into questions and questions into statements by changing word order.

II. Lesson 2

A. How to vary sentence structure

   1. Position of adverb
      a. Example 1: The stone fell *down.*
         Down fell the stone.
      b. Example 2: They entered the room *quietly*.
         Quietly they entered the room.
   2. Position of prepositional phrase
      a. Example: The boys went down the road *with whoops and hollers.*
         With whoops and hollers the boys went down the road.
   3. Position of a clause
      a. Example: Alex was still very hungry *although he had eaten just a short time before*.
         Although he had eaten just a short time before, Alex was still very hungry.

4. Position of noun and verb: (inverted order)

noun verb
a. Example: His father walked into the room.
verb noun
Into the room walked his father.

5. Change statement to question

a. Example: That is a high mountain.

Is that mountain high?

B. Duplicate the following sentences. Brainstorm in two man teams to vary sentence structure.

NAME ______________________________

VARYING SENTENCE STRUCTURE

1. The two books you wanted are here.

2. This is the largest watermelon the grocer has.

3. The man raced after the disappearing train.

4. It was a very gay party in spite of the howling blizzard outside.

5. It was not easy for Susan to ride the horse although she had had many lessons.

6. The fellows planned the games while the girls served refreshments.

7. Betty would like to buy that dress.

8. The plate fell to the floor with a dreadful crash.

9. Do this now.

10. The skiers sped down the sparkling white slopes.

Lesson 3 Varying Sentence Structure

A. Illustrate the need for variety in sentence structure.

1. Teacher writes the following paragraph on the board.

   The Sailboat appeared all of a sudden. A skull and cross bones fluttered from the mast. Several grinning pirates stood on the deck. They had gleaming knives in their teeth. They had large earrings fastened to their ears. They had short daggers tucked into their belts. They were small boys playing games.

2. The class should read the paragraph in unison.

   a. How do many of the sentences in this story begin? (too many of the sentences begin with the word they)

   b. What can be done to improve the paragraph? (change the word order)

   c. Can the word order of all the sentences be changed? (No - they were small boys playing games)

   d. Should the order of sentence structure always be changed? (No- the aim is variety in sentence structure.)

3. Practicing variety in sentence structure. Do orally as a whole class lesson.

   a. How can the word order for the first sentence be changed? (All of a sudden the sailboat appeared.)

   b. Continue with the rest of the sentences changing the word order. (From the mast fluttered the skull and cross bones. On the deck stood several grinning pirates. In their teeth they had gleaming knives. Fastened to their ears they had large earrings. Tucked into their belts they had short daggers. They were small boys playing games.)

   Point out that the rewritten paragraph still is not well written, because nearly all the sentences are changed in word order. This does not lend itself to variety in sentence structure. This paragraph only illustrates how sentences can be changed in word order.

   c. The following paragraph should be duplicated or written on the board. Ask the students to rewrite the paragraph to show variety in sentence structure. Students may work in dependently or in teams. Remember all the sentences should not be written with a change in word order.

   Jeff and Bill slid the canoe silently into the river. They jumped into the boat quickly. The trees glided past as they paddled with urgent speed. They were headed for that fearful whirlpool before they knew it! The canoe swerved wildly while the boys struggled to change course. They would never reach safety.

d. One possible paragraph revision. Point out that the whole object of the lesson is to improve writing by varying sentence structure.

Jeff and Bill slid the canoe silently into the river. Quickly they jumped into the boat. As they paddled with urgent speed the trees glided past. Before they knew it, they were headed for that fearful whirlpool! While the boys struggled to change course, the canoe swerved wildly. Would they never reach safety?

B. Read samples of rewritten paragraphs orally, noting variety in sentence structure.

C. Possible revisions: Sentences may vary and still be correct. Hopefully there will be several variations.

1. Here are the two books you wanted.
2. Is this the largest watermelon the grocer has?
3. After the disappearing train raced the man.
4. In spite of the howling blizzard outside it was a very gay party.
5. Although she had had many lessons, it was not easy for Susan to ride the horse.
6. While the girls served refreshments, the fellows planned the games.
7. Would Betty like to buy that dress?
8. With a dreadful crash, the plate fell to the floor.
9. Now do this.
10. Down the sparkling white slopes sped the skiers.

D. Read samples of each sentence to the class.

E. As the sample sentences are read and discussed, point out that the whole object of the lesson is to improve writing by varying sentence structure.

TECHNIQUE FOR WRITING A STORY (two-day plan)

First Day

1. Introduce a motivational technique to class.

    Example: 1. Jack put his hand on his bulging pocket.

    2. A Martian from Mars knocked on the door of my house.

    3. The clever spy, trapped by the agents, managed to escape.

2. Divide children into groups of five, selecting one person in each group to act as secretary. The secretary should be able to write quickly. Spelling is not a concern during brainstorming.

3. Brainstorming

    Ask the following questions, one at a time, and have the children brainstorm to answer questions.

    Jack put his hand on his bulging pocket.

    Possible questions: (what,when,where,who,why,how)

    1. Why did Jack put his hand on his pocket?
    2. What was in his pocket?
    3. Where was Jack?

    Allow two or three minutes for group to brainstorm each question. Stop and ask the next question. Brainstorm again for two or three minutes. Follow the same procedure for each question. All of the questions may not be pertinent to the motivational technique.

4. Individual story writing

    Give a beginning sentence to any child who has trouble getting started.

    Try to avoid interruptions during the writing period.

Second Day

5. Reading stories

   a. Divide children into groups fo three, selecting one person in each group to act as leader. Children read their stories to each other while the teacher circulates among the group. Group decides which story they would like to have read to the class.

   b. Stories selected by groups are read to class.

   Note: Each child has a chance to read his story without subjecting the entire class to every story.

6. Paired proofreading

   a. Have one dictionary available for each team.

   b. Take one team member's story and together read aloud sentence by sentence.

   c. If either partner finds a mistake (capitalization, punctuation, spelling), make the correction before the next sentence is read. (Dictionary is used for spelling errors.)

   d. Take the other team member's story and together read aloud sentence by sentence, making correction.

   e. The aim is to produce a correctly written composition before it is passed to the teacher.

Ideas for Creative Writing

1. Writing a story from Music

    A. The Appian Way from Pines of Rome by Respighi

    (order through A-V Dept.)

    Motivating questions to be duplicated or placed on the board:

    1. How does the music make you feel?
    2. Where are you? (land or sea? forest or desert? mountains or plains? in a tree? in the cellar?)
    3. What are you doing?
    4. Are you alone?
    5. Is it day or night?
    6. What season is it?

    B. "Samuel Goldenberg and Schmuyle" from Pictures at an Exhibition by Mussorgsky (order through the A-V Dept.) The teacher should tell the class only that this selection represents a conversation between two people. Listen to imagine who the people are and what they might be saying. After brainstorming, each child writes his own dialogue.

2. Descriptive - Painting pictures with words

    Have each student bring in one "treasure" from home concealed in a paper bag. Using specific descriptive words each student should have written an explanation of his "treasure". Each day ten descriptions are read by the students who wrote them. The rest of the class tries to guess what is in the bag from the description read. The writer of the description gets one point for each guess. The student with the fewest points for the day wins.

3. Writing about Everyday Thoughts

Have class brainstorm to make lists of things they think about or wonder about. Have topics listed on the board. (They may list things such as:

school marks
homework
telephone calls
having friends
clothing
hair styles
what parents don't understand about teen-agers)

Using one of the topics, students may write a story. Suggest that they use an imaginary character.

4. Animals or Pets

A. Your pet tells in the first person about his life with you from his angle. Make this full of feeling-a sort of "bark-off".

B. Write a story about a horse.

The Horse That Saved My Father's Life
The Colt, the Kid, and the Cat.
A Page from a Horse's Diary.
A Horse of a Different Color
The Horse That Went to School
The Horse That Lived Upstairs

Discuss possibilities for each title.

5. Humorous stories (animal)

Unstable animals. Can you think of an animal which is unstable? Listen while I read THE STORY OF FERDINAND by Munro Leaf. Have children write a story about an unstable animal. Suggest the following titles:

1. The Owls That Were Afraid of the Dark
2. The Skunk with Chanel Number 5
3. Terence, the Mouse Who Hated Cheese
4. The Dog Who Thought He Was a Cat
5. Elmer, the Electric Eel Who Was Afraid of Shocks
6. The Zebra That Preferred Plaid
7. The Cow That Refused to Give Milk; She Charged for It
8. The Camel Who Refused to Hump Himself

from When The Teacher Say, "Write a Story," M. Applegate, Harper and Row, 1965, P. 91

6. Stories about the Future

We live in an age of machines. We expect machines to do many things for us. Imagine that all kinds of machines took over our country. What do you think it would be like?

7. Writing dialogue or conversation

A. What do your shoes say in the evening after a scout hike?

B. What would flags of feuding countries say to each other in the museum at night?

C. Write a dialogue between two planets whose territory is being invaded by man.

D. Write conversations between the shoes of two noted people. (Have children brainstorm to make list of noted persons about whom they could write.)

8. Writing Endings to Stories

The teacher reads the story The Lady or the Tiger. Discuss the problems left unanswered in the story. Have the students write their own endings to the story.

9. Writing Stories about Unrelated Objects

Have displayed several unrelated objects such as, a pencil, a pair of dark glasses, a magazine, a spool of thread, and a red sweater. Ask the children to write a story putting all of these objects into the story.

10. Pretend Story

A. Pretend that you are a possession of a hero of yours, preferably one from history. Feel what this possession might have felt, see what it might have seen, and tell us about it.

Example: Daniel Boone's gun
John Glenn's space suit

Brainstorm for other ideas. Choose one item and write a story this possession might have told.

B. You Were There - You were there when a great event of history took place. Tell your feelings about what is happening.

Example: Eruption of Mt. Vesuvius that destroyed Pompeii

Brainstorm for other historical events and answers to the following question words: Wheh? Where? What? Who? Why? How?

C. Pretend you are a pencil sharpener in the classroom. Write a story telling about a typical day in your life as a sharpener.

D. Have teacher put on the blackboard the following words: "If I Were - - - - " Brainstorm for ideas to complete the sentence.

Example: If I Were a Pink Kitten
If I Were the Custodian's Broom

Choose one of the ideas and write a story relating your experiences.

11. Mystery Stories

At Halloween have the children write some Halloween stories which might be read to the lower grades in your building.

Brainstorm in groups for Halloween vocabulary and possible happenings beforehand.

12. Tall Tales

Read to the class one of the Paul Bunyan stories (An excellent source is THE STORY OF PAUL BUNYAN by Barbara Emberley, Prentice-Hall, Inc., 1963.)

After reading the story to the class, list on the board several of the exaggerated descriptions such as:

> "...a bunkhouse that was so tall it had a hinged chimney to let the sun go by."
>
> "...a chow hall so long that the waiters had to ride on horseback to get around."
>
> "...he (Babe) grew so heavy that he left hoof marks in solid rock."

Point out to class that these exaggerations all have connections with lumbering.

Children should brainstorm to invent a character for a tall tale, give him a name, and list as many exaggerated descriptions as possible to go with their character. These exaggerations should be connected with the line of work choosen for their character.

(Suggested types of characters;

baker soldier farmer teacher pilot
grocer sailor fisherman mailman cowboy)

Children then write stories incorporating these ideas.

13. Pictures about people

A. Display three pictures, including children, adults, persons in the news, well-known actors, or other interesting people. Select pictures with interesting facial expressions. Have students choose two pictures and:

1. Write a character sketch about these two faces based solely on their pictures;
2. Or write a dialogue between these two characters.

B. Display several other pictures with interesting facial expressions. Have students select a picture, different students may select different pictures, and brainstorm to get ideas about this personality. Motivating questions might include: What does he do for a living? Where does he live? Why is he interesting? etc. Using this information students may write imaginary incidents about this person.

14. Stories from magazines and newspapers

A. Look through news magazines such as Life, Time, Newsweek, or Look, and ask "Which picture or news article is so real I can just see the characters playing their parts?" Translate that news story into fiction.

B. Ask children to bring in science clippings from the daily papers. Discuss possible story ideas behind the news- that first moon shot that failed to take pictures, for instance.

1. Could outer space inhabitants have caused the failure?
2. Could one of the scientists have been a traitor?
3. Could the Man in the Moon have "hexed" the shots?
4. Could the cameras have gone on strike?
5. Was Cuba's Castro up to queer shenanigans?
6. Were the Communists behind the camera failure?

What did happen to the moon shot pictures? Write a story to explain one answer to this lunar problem.

Story Starters (stimulus for writing)

1. Winter tells what it does to Massachusetts (Spring Summer Fall).
2. One day the numbers went on strike.
3. A man is giving away baby elephants, You want to take one home.
4. You are awakened at night by the smell of smoke and a red sky.
5. You have decided to become an animal.
6. There was fifty dollars in the old wallet you found.

Humorous Titles (stimulus for writing)

1. Mr. McNoodle and the Whole Kaboodle
2. The Moose Who Said, "What's the Use!"
3. The Rocket that Couldn't Get Up in the Morning
4. The Roses That Were Allergic to Noses
5. The Russian Who Got a Concussion

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